

**THE INFLUENCE OF USING SURVEY, QUESTION, READ, RECITE,
REFLECT, AND REVIEW (SQ4R) STRATEGY TOWARDS
STUDENTS' READING COMPREHENSION AT THE SECOND
SEMESTER OF THE EIGHTH GRADE OF MTs NEGRI 2
BANDAR LAMPUNG 2018/2019 IN THE ACADEMIC YEAR**

A Thesis

Submitted in a Partial Fulfillment of The Requirements for S1-Degree

By

ADI JOKO SAPUTRA

NPM: 1411040203

Study Program : English Education

Advisor : Drs. Yosep Aspat Alamsyah, M.Ag

Co-Advisor : Agus Hidayat, M.Pd



**TARBIYAH AND TEACHER TRAINING FACULTY
STATE UNIVERSITY OF ISLAMIC STUDIES
RADEN INTAN LAMPUNG**

2019

ABSTRACT

THE INFLUENCE OF USING SURVEY, QUESTION, READ, RECITE, REFLECT, AND REVIEW (SQ4R) STRATEGY TOWARDS STUDENTS' READING COMPREHENSION AT THE SECOND SEMESTER OF THE EIGHTH GRADE OF MTs NEGRI 2 BANDAR LAMPUNG 2018/2019 IN THE ACADEMIC YEAR

By:
Adi Joko Saputra

Reading is one of the language skills to be taught and is way of getting meaning or knowledge from the printed page. The students' reading comprehension of MTs Negri 2 Bandar Lampung is still low especially in comprehending recount text. This research solved the problem, by SQ4R strategy, where the condition of learners to Survey, Question, Read, Recite, Reflect, and Review (SQ4R) what was read. The objective of this research is to know whether there is a significant influence of using SQ4R strategy towards students' reading comprehension at the second semester of the eight grade of MTs Negri 2 Bandar Lampung in 2018/2019 Academic Year.

The quasi experimental of quantitative method is used in the research because the sample of the research was random. The sample of the research was the student MTs Negri 2 Bandar Lampung. The sample took three classes, they were try-out class, control class, and experimental class. Try-out class was a trial class before the test administrated to the control and experimental class. The treatments were held in three meetings. LRD strategy as a regular strategy was used in control class and SQ4R strategy was used in experimental class. In collecting the data, pre-test and post-test were given for both classes. The data which had been collected was analyzed by using SPSS (Statistical Program for Social Science) version 16. The independent sample t-test was used because the sample was taken from two different samples and to compare both pre-test, post-test in control and experimental class.

After doing the hypothetical test, the result was that there is a significant influence of using SQ4R strategy towards reading comprehension at the second semester of the eigh grade of MTs Negri 2 Bandar Lampung. From the data analysis computed by using SPSS, it was obtained that Sig = 0.012 and $\alpha = 0.05$. It means H is accepted because $\text{Sig} < \alpha = 0.012 < 0.05$. Therefore, there is a significant influence of using SQ4R strategy towards students' reading comprehension at the second semester of the eight grade of MTs Negri 2 Bandar Lampung.

Keyword: reading comprehension, recount text, SQ4R Strategy



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat: Jl. Letkol H. Endro Suratmin, Sukarame, Bandar Lampung 35131 Telp. (0721) 783260

APPROVAL

Title : The Influence of Using Survey, Question, Read, Recite, Reflect, and Review (SQ4R) Towards Students' Reading Comprehension at the second semester of the Eighth Grade of MTsN 2 Bandar Lampung in The Academic Year 2018/2019

Student's Name : Adi Joko Saputra

Student's Number : 1411040203

Study Program : English Education

Faculty : Tarbiyah and Teacher Training

APPROVED

Will tested and defended in the examination session at Tarbiyah and Teacher Training Faculty, State Islamic University Raden Intan Lampung

Advisor,

Co-Advisor,

Drs. Yosep Aspat Alamsvah, M.Ag
NIP. 196704201998031002

Agus Hidayat, M.Pd.
NIP.

**The Chairperson of
English Education Study Program**

Meisuri, M.Pd.
NIP. 198005152003122004



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat: Jl. Letkol H. Endro Suratmin, Sukarama, Bandar Lampung 35131 Telp. (0721) 783260

ADMISSION

A thesis entitled: **“THE INFLUENCE OF USING SURVEY, QUESTION, READ, RECITE, REFLECT, AND REVIEW (SQ4R) STRATEGY TOWARDS STUDENT READING COMPERHENSION AT THE SECOND SEMESTER OF THE EIGHTH GRADE OF MTs N 2 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2018/2019”**, by: **ADI JOKO SAPUTRA, NPM: 1411040202**, Study Program: **English Education**, was tested and defended in the examination session held on: **Thursday September 11, 2019**.

Board of Examiners:

Chairperson : Meisuri, M. Pd

The Secretary : Dr. Nur Syamsiyah, M.Pd

Primary Examiner : Nurul Puspita, M.Pd

Advisor : Agus Hidayat, M.Pd

The Dean
Tarbiyah and Teacher Training Faculty

Prof. Dr. H. Nirva Diana, M.Pd
NIP. : 19640828 198803 2 002

DEDICATION

This thesis is dedicated to everyone who cares and loves me. I would like to dedicate the thesis to:

1. My beloved father, Suhandi and my beloved mother Sumarmi, who always pray, support, and guide me to be success in my study and my life.
2. My lovely sister Amelia Dwi Safitri , who always motivates me to succees.
3. My beloved Almamater, UIN Raden Intan Lampung which has contributed a lot for my development.
4. My amazing friends in UIN Raden Intan Lampung.



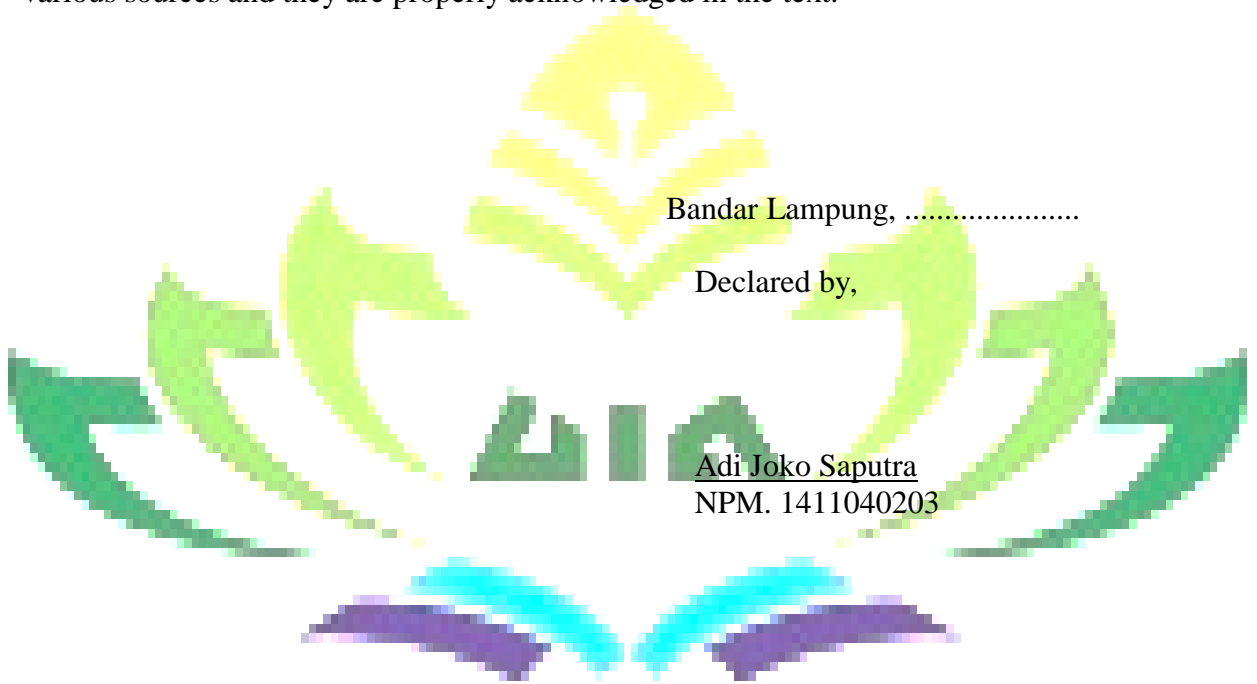
DECLARATION

Hereby, I declare this thesis entitled “The Influence Of Using Survey, Question, Read, Recite, Reflect, And Review (SQ4R) Strategy Towards Students’ Reading Comprehension At The second Semester Of The Eighth Grade Of MTs N 2 Bandar Lampung 2018/2019 In The Academic Year” is completely my own work, I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.

Bandar Lampung,

Declared by,

Adi Joko Saputra
NPM. 1411040203



CURRICULUM VITAE

The name of researcher is Adi Joko Saputra. He is called by Joko. He was born on October 06th, 1996 in the Seputih Mataram. He is the first boy of Suhandi and Sumarmi. He has one sister, her name is Amelia Dwi Safitri.

He accomplished her formal education at TK Tri Dharma and finished 2002. Then the researcher entered Elementary School at SD N 1 Jatibaru and finished in 2008. After that He continued his school at Junior High School at SMP Negeri 1 Jatibaru, Tanjung Bintang, Lampung Selatan from 2008 and finished in 2011. After graduated from SMP N 1 Jatibaru, He continued his study to Islamic Senior High School at MAN 1 Bandar Lampung and finished in 2014. After finishing his study, he decided to study in English Education Study Program of Tarbiyah and Teacher Training Faculty of the State Islamic University of Raden Inta Lampung.



ACKNOWLEDGEMENT

Praise to Allah, the most gracious and the most merciful, who has given his blessing and chance for completing this undergraduate thesis “The influence of using SQ4R Strategy towards students’ reading comprehension on recount text at the eighth grade of MTs Negeri 2 Bandar Lampung in the academic year 2018/2019”. This undergraduate thesis is written as one of requirements of S-1 degree the English Education Study Program of UIN Raden Intan Lampung. In finishing this undergraduate thesis, the researcher obtained so many helps, supports, love, and many valuable things from various sides. Therefore, the researcher would sincerely thank to:

1. Prof. Dr. Hj Nirva Diana, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung, with his personnel who have given an opportunity and forbearance to the researcher when on going the study until the accomplishment of this thesis.
2. Meisuri, M.Pd, the chairwoman of English Education Study Program of UIN Raden Intan Lampung.
3. Drs. Yosep Aspat Alamsyah, M.Ag, the advisor, who has patiently guided and directed the writer until the completion of the thesis.
4. Agus Hidayat, M.Pd, the great Co-advisor who has always patiently guidance and spent countless time that has given to the researcher to finish this thesis.
5. All excellent lecturers of English Education Study Program of UIN Raden Intan Lampung.

6. Tarmadi, S.Pd, the headmaster of MTs Negeri 2 Bandar Lampung for allowing her to conduct the researcher.
7. Isnaini Romadhona, M.Pd, the English Teacher of MTs Negeri 2 Bandar Lampung who has helped and given suggestions during the researcher process, and the students of the eighth grade of MTs Negeri 2 Bandar Lampung for being cooperative during the research.
8. All of my family in the same struggle PBI-D UIN RIL 2014, thank you so much for your motivation until the end of present study.
9. All of my beloved friends : Asih Qadar Asmawati, Atin Fitriani, Bagus Yogi Martendi, Zefri Andika, Adriyani Fushshilat, Afiska, Muhammad Muhlisin, Agung Budi Prabowo.
10. All of big family in English Education Study Program.

The last, this tesis is far from being perfect, but it is expected that this tesis will be useful not only for the researcher, but also the readers. For these reasons, constructive thoughts, full suggestion, and critics are welcome to make this tesis better.

Finally, may Allah Subhaanahu Wa Ta'ala receives all their work and kindnesses. Aamiinn

Bandar Lampung, 2019
The researcher,

Adi Joko Saputra
NPM.1411040219

TABLE OF CONTENTS

	Page
COVER	i
ABSTRACT	ii
APPROVAL.....	iii
ADMISSION.....	iv
DECLARATION.....	v
MOTTO	vi
DEDICATION.....	vii
CURRICULUM VITAE.....	viii
ACKNOWLEDGEMENT	ix
TABLE OF CONTENTS.....	xii
LIST OF TABLES	xv
LIST OF FIGURES	xvi
LIST OF APPENDICS	xvii
 CHAPTER I INTRODUCTION	
A. Background of the Problem	1
B. Identification of the Problem	7
C. Limitation of the Problem	8
D. Formulation of the Problem	8
E. Objective of the Problem	8
F. The Use of the Problem.....	8
G. Scope of the Research	9
 CHAPTER II REVIEW OF RELATED LITERATURES	
A. Concept of Teaching and learning english.....	10
1. Concept of learning	11
B. Concept of Reading.....	12
C. Reading ability	14
D. Reading Comprehension	15
E. Concept of Text.....	19
F. Concept of Recount Text	21
1. Defination of recount Text	21
2. Puropse of recount Text	22
3. Types of recount Text	22
4. The generic structures of recount text.....	23
G. Concept of SQ4R Strategy	24

1. Definition of SQ4R Strategy	24
2. Advantages and Disadvantages of SQ4R Strategy	27
3. The procedure of SQ4R Strategy	28
4. The procedure of SQ4R Strategy in Recount Text	30
H. Concept of Listening Read Discuss (LRD) strategy	32
1. Definition of Listening Read Discuss (LRD) strategy	32
2. Advantages and Disadvantages of LRD Strategy	33
3. Procedure of Using LRD Strategy	34
I. Frame of Thinking.....	36
J. Hypothesis.....	37

CHAPTER III RESEARCH METHODOLOGY

A. Research Design.....	38
B. Variable of the Research	39
C. Operational Definition Variable.....	40
D. Population, Sample, and Sampling Technique	40
1. Population	41
2. Sample.....	41
3. Sampling Technique.....	41
E. Data Collecting Technique.....	42
F. Instrument of the Research.....	43
G. Research Procedure.....	48
1. Planning.....	48
2. Application.....	49
3. Reporting.....	50
H. Scoring System.....	51
I. Criteria of Good Test	51
1. Validity of the Test.....	51
2. Reliability of the Test.....	53
J. Data Analysis	54
a. Normality Test	54
b. Homogeneity Test	55
c. Hypothetical Test	55

CHAPTER IV RESULT AND DISCUSSION

A. Description of the Treatment	57
1. Description of the first Treatment.....	57
2. Description of the second Treatment	58

3. Description of the third Treatment	58
B. Result of the Research	59
1. Result of Pre-Test in Experimental Class	59
2. Result of Pre-Test in Control Class	60
3. Result of Post-Test in Experimental Class	62
4. Result of Post-Test in Control Class	63
C. Data Analysis	65
1. Fullfilment of the Assumption	65
a. Result of Normality Test	65
b. Result of Homogeneity Test	66
c. Result of Hypothetical Test	67
D. Discussion	68

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion	71
B. Suggestion	71



LIST OF TABLES

	Pages
Table 1 Students' English Score in Recount Text at the Eighth Grade of MTs Negeri 2 Bandar Lampung in the Academic Year of 2018/2019.....	5
Table 2 Example of Generic Structure of Recount Text.....	24
Table 3 Pre test and post-test design	37
Table 4 Popilation of the Students' at the Eighth Grade of MTs N 2 Bandar Lampung in the Academic Year of 2018/2019	39
Table 5 Specification of Try Out for pre-test before validity	41
Table 6 Specification of Try Out post-test before validity.....	43
Table 7 Table Specification of pre-tes after validity.....	44
Table 8 Table Specification of post-test after validity	45
Table 9 The result of reliability pre - test.....	52
Table 10 The result of reliability post-test	52
Table 11 The result of pre-test in experimental class.....	58
Table 12 The result of pre-test in control class	59
Table 13 The result of post-test in experimental class	61
Table 14 The result of post-test in control class.....	62
Table 15 Result of Normality Test of the Experimental and Control Class	64
Table 16 Result of Homogeneity Test.....	64
Table 17 Result of Hypothetical Test.....	65

LIST OF FIGURES

Figure 1 Result of Pre-Test in Experimental Class.....	57
Figure 2 Result of Pre-Test in Control Class	59
Figure 3 Result of Post-Test in Experimental Class	60
Figure 4 Result of Post-Test in Control Class.....	62



LIST OF APPENDICES

	Pages
Appendix 1: Result of Interview for the English Teacher in the Preliminary Research	77
Appendix 2: Result of Interview with the Students' in the Preliminary Research	79
Appendix 3: Students Reading Score	85
Appendix 4: Syllabus Pembelajaran	91
Appendix 5: Lesson Plan for Experimental Class.....	98
Appendix 6: Lesson Plan for Control Class	138
Appendix 7: Test Instrument for Pretest before Try-Out.....	164
Appendix 8: Test Instrument for Posttest before Try-Out	173
Appendix 9: Validation Form for Reading Test for Pretest.....	184
Appendix 10: Validation Form for Reading Test for Posttest	185
Appendix 11: Result Validity of Pretest.....	186
Appendix 12: Result Validity of Posttest.....	187
Appendix 13: Test Item for Pretest after Try-Out.....	188
Appendix 14: Test Item for Posttest after Try-Out	195
Appendix 15: Key Answer of Pretest and Posttest before Validity	203
Appendix 16: Key Answer of Pretest and Posttest after Validity	204
Appendix 17: List Sample of the Research.....	205
Appendix 18: Students' Score of Pretest and Posttest in Experimental and Control Class.....	208
Appendix 19: Result of the Pretest.....	210
Appendix 20: Result of the Posttest	212

Appendix 21: Result of Normality Test	214
Appendix 22: Result of Homogeneity Test.....	215
Appendix 23: Result of Hypothetical Test.....	216
Appendix 24: Documentation in MTsN 2 Bandar Lampung.....	217



CHAPTER I INTRODUCTION

A. Background of the problem

Reading is one of the basic communication skills and a process in which reader finds information given by the writer in the written form. Reading ability is the most important thing today and no one can get success without having this ability. This ability helps people to get information from the simple reading text to the more complex one. The events of the day to the scientific issue can be known through reading ability. As De Boer states One of the best important ways of learning however is through reading. Success in school and in life depends in large part on your ability to read'.¹

For this reason, the reading ability is importantly needed for students in acquiring the English language skill. This can be seen in the teaching learning process. There are many books on science and technologies are written in English. This means that learners are expected to be able to understand the English written in formation in the book used. Hence, the reading ability is significantly needed by the student.

In fact there are many students in eighth grade in MTs N 2 Bandar Lampung who feel afraid and worried to know the material given in fully English and without translation in the written form. However, this is not only the single problem faced by the student in acquiring the English language skill, particularly reading skill. There is also another significant obstacle they faced in

¹ De Boer, John. . *Basic language*. New York: Harper and Row Publisher, Inc-1982
p.166

understanding the reading passage; it is the speed and comprehension of the student.

In English there are four skills that must be mastered by the language learners or students. They are; listening, speaking, reading and writing. Reading is one of skills which must be learned. There are many various definition of reading from many language experts. One of the definitions according to experts reading English is by Ann Raimes reading is the only activity that gives them access to unlimited amounts of language. The more our students read, the more they become familiar with the vocabulary, idiom, sentence patterns, organizational flow, and cultural assumption of native speakers of the language.²

And another definition of reading is important for everybody in order to cope with new knowledge in the changing world of technological age. For both children and adults, the comprehension to read opens up new worlds and opportunities.³ It enables us to gain new knowledge, enjoy literature, and do everyday things that are part and parcel of modern life, such as, reading the newspapers, job listings, instruction manuals, maps and so on.

Further more reading is very important aspect in our lives, without reading we would never be informed. Brown states that reading is subject to variability within the effective domain.⁴ It means that reading is a tool to reach the success in teaching learning activities. By reading, the reader will be able to increase their

² Ann Raimes, *techniques in teaching writing*, oxford university press, New York , 1983.p.50

³ Elizabeth Pang, S. MuakaAngaluki, Benbard B. Elizabeth, Kamil, L. Machel. *Teaching Reading*, (Chicago: Internal Academy of Education. Series-12, 2003), p.6

⁴H.Douglas Brown, *Teaching by Principle : an Interactive Approach to Language Pedagogy*, Second Language, New York, 2001, p.104

knowledge, get the information and also can get new knowledge. It means that reading is the way how anybody learns to do it. The teacher should have interesting reading strategies to get the best result and to avoid the students' boredom. According to Coiro (n.d), reading strategy can be described as any interactive process of getting meaning from the text.⁵ Because what the teacher use is facilitator for students.

Teaching reading process will be success if the students also have a good respond in their learning process. According to Judith, for most people learning is both an individual and a social process. Individual students see themselves as responsible for learning yet they recognize that other people have an influence on what they learn and the quality of the learning experience. So, the students are asked to understand about what they read and the teacher also has a responsibility to guide the students in learning reading.

In learning reading is difficulty for some students, sometimes the find some problems in learning reading, because some of them are belief English is a hard subject. In other words, they are difficult in teaching reading, because foreign devide students'. It was also found at MTsN 2 Bandar Lampung.

Reading process will be success if the students also have a good respond in their learning process. According to Judith, for most people learning is both an individual and a social process. Individual students see them selves as responsible for learning yet they recognize that other people have an influence on what they learn and the quality of the learning experience. So, the students are asked to

⁵Tutyrahiza Mahmud, *teaching reading strategies used by ESL teacher that facilitate teaching and learning reading*, (faculty of cognitive science and human developement UNIVERSITY MALAYSIA SARAWAK, 2008), P.12

understand about what they read and the teacher also has a responsibility to guide the students in learning reading.

Based on the preliminary research in MTsN 2 Bandar Lampung, the researcher conducted an interview with one of the English teachers there, Miss Isnaini Romadhona M.Pd. She said that the students get lack to read english text especially recount text, because the students have difficulties to comperhend it. She also said the LRD strategy in teaching reading is not appropriate, miss Isnaini give a text in teaching reading for students'.⁶It could be seen from students' English score in reading test especially in recount text. The score can be seen in the table 1:

Table 1

Students' English Reading Score in Recount Text at the Eighth Grade of MTs 02 Bandar Lampung in the Academic Year of 2018/2019.

No	Class	Students' Score		Number of Student
		<75	≥75	
1	VIII A	19	21	40
2	VIII B	23	17	40
3	VIII C	22	18	40
4	VIII D	25	15	40
5	VIII E	27	12	39
6	VIII F	26	14	40
Total		142	97	239
Percentage		59.41%	40.59%	100%

Source: MTs 02, Bandar Lampung in the academic year of 2018/2019.

⁶An interview between the researcher and English Teacher of MTS N 2 Bandar Lampung, on August, 04th2018, Unpublished.

Based on Table 1, there were 97 students of the 239 students who passed the test based on criteria of minimum mastery (KKM) and 142 students not yet optimal. In this case, the students' score of KKM in MTsN 2 Bandar Lampung is 75 and there were many students who got the score under 75. It means that more than 50% students who do not pass the criteria of minimum mastery.

By interviewing some students in the eighth grade of MTsN 2 Bandar Lampung, the first problem is the student said that English is a hard subject, because the student is difficult to read and comprehend texts in English language. The second problem is the student felt bored in teaching and learning process, because the teacher is using uninteresting strategy. In other word, it can be said the learning strategy is too old.

Seeing the problem above, the researcher would like to help teacher to find out a good way to teach reading with good ability in order that the objective of the lesson. In addition, there will be a creative and an active teaching and learning process on the classroom.

One of strategies that is used to help students' problem in reading comprehension in Recount text was SQ4R strategy. SQ4R is an acronym for Survey Question Read Recite Reflect Review. SQ4R is one strategy for teaching students to understand the text correctly. SQ4R is strategy designed to help

students make more effective and productive use of their text books⁷. SQ4R is strategy makes students comprehending the text in detail.⁸

It can be concluded that SQ4R is the effective strategy to get the purpose of reading as improve the students' comprehension. The students can understand the meaning and comprehend the reading text.

Here are some relevant studies that related to this study: first, Runiatun, discuss about Implementation of Survey, Question, Read, Recite, Reflect, Review (SQ4R) Strategy to Improve Reading Comprehension in descriptive Text. On this research discuss about the reasons for the English reading comprehension of students are poor in the descriptive text, the research results of the implementation suggest that the students lack comprehend the descriptive text and are not sure to answer the question in reading comprehension. research discuss SQ4R in recount text.⁹ It means that the research discuss SQ4R in descriptive text.

In other hand, the second previous study done by El-Rahma entitled The Influence of Using Survey, Question, Read, Recite, Reflect, and Review (SQ4R) Strategy Towards Students' Reading Comprehension (A Quasi – Experimental Study in the Eighth Grade of MTs Al Utruiyyah Bandar Lampung). The result of this study has purpose give students opportunity to discussion in group to master subject material. Moreover, the researcher concluded that Survey, Question, Read, Recite, Reflect, Review (SQ4R) strategy is a strategy that can be used in

⁷ Carolyn Orange, *The Quick Reference Guide to Educational Innovations* (California: Saga Company, 2002), p.32

⁸ Aris Sohimin, *68 model pembelajaran inovatif dalam kurikulum 2013* (Yogyakarta: Ar-Ruzz Media, 2014) p 190

⁹ Runiatun. Implementation Of *Sq4r* (Survey, Question, Read, Reflect, Recite, Review) Strategy To Improve Reading Comprehension Skills Of Seventh Grade Smpn 10 Soropadan Surakarta in Academic Year 2015/2016

teaching English especially in reading comprehension, because through (SQ4R) strategy should help the students to understand information of the text by providing students in word recognition and comprehension the text.¹⁰ It means SQ4R Strategy can help the student to comprehend the text.

The study above had similarities and differences with the researcher. In Runiatun and El-Rahma thesis, the similarities between Runiatun El-Rahma and researcher used SQ4R Strategy in teaching reading comprehension. Besides that, the difference between Runiatun and researcher are Runiatun used SQ4R Strategy Towards Students Reading Comprehension focus in descriptive text and the researcher focus on recount texts..

. The difference from El-Rahma and researcher is El-Rahma use SQ4R strategy Towards Students Reading Comprehension for general of text and the researcher focus on recount texts.

Based on the problems, the researcher is interested in doing the research under the title: The Influence of Using SQ4R strategy Towards Students Reading Comprehension in Recount Text at the Eighth Grade of MTsN 2 Bandar Lampung in the Academic Year of 2018/2019.

B. Identification of the Problem

Based on these conditions, the researcher identifies some problems as follows:

1. The students difficult to read and comprehend texts in English language especially in recount text.

¹⁰ Fathriyyah El Rahma, *The Influence of Using Survey, Question, Read, Recite, Reflect, and Review (SQ4R) Strategy Towards Students' Reading Comprehension at The First Semester of The Eight Grade of MTs AL Utrujiyyah Bandar Lampung in The Academic Year 2017/2018*

2. The teacher's strategy is less interesting.

C. Limitation of the Problem

Based on the background and the identification of the problems, the researcher focuses on the influence of using SQ4R strategy towards students reading comprehension in Recount text at the eighth grade of MTsN 2 Bandar Lampung in the academic year of 2018/2019. The text focuses on recount text.

D. Formulation of the Problem

Based on the background of the problem, the researcher formulates the problem as follow: Is there any significant influence of using SQ4R strategy towards students' reading comprehension in recount text at the second semester of the eighth grade of MTsN 2 Bandar Lampung in the academic year of 2018/2019?

E. The objective of the research

The objective of the research is to know whether there is significant influence of using SQ4R strategy towards students' Reading comprehension in recount text at the eighth grade of MTsN 2 Bandar Lampung in the academic year of 2018/2019.

F. The Use of the Research

The following are the uses of the research:

1. Practically, it is hoped that this study would be used as the information concerning with whether there is improvement of students' reading

comperhension that are taught by using SQ4R strategy, and as a help to English teachers in finding an appropriate way to improve students' reading comperhension .

2. Theoretically, the result of the research is expected to add insight and knowledge of strategies to improve reading comprehension that can be applied in schools especially SQ4R strategy.

G. Scope of the Research

1. Subject of the research

The subject of the research was the students at second semester of the eighth grade of MTsN 2 Bandar Lampung in the Academic Year of 2018/2019.

2. Object of the research

The object of this research was using SQ4R strategy and students' reading comprehension in recount text.

3. Place of the research

The research was conducted at MTsN 2 Bandar Lampung.

4. Time of the research

The research was conducted at the second semester of eighth grade in the academic year of 2018/2019.

CHAPTER II REVIEW OF LITERATURE

A. Concept of Teaching and Learning English

Language is a set of rules used by human as a tool of their communication. It means that language is very important for human life as a tool of communication, because all interaction and activities will be run with language. It is of course in teaching English as a foreign language there are listening, speaking, reading and writing, human being as social creatures are sure need the interaction to one another.

English is increasingly being used as a tool for interaction among nonnative speakers.¹¹ According to Harmer, English as a foreign language is generally taken to apply the students who are studying general English at the school and institution in their own country or as transitory visitor in a target language country.¹² It means that students only have chance to practice English in the school and institutions. In this case the teacher are also demanded to encourage students to practice English every time in their daily activities.

In Indonesia, English is as a foreign language that must be taught from junior high school up to senior high school. Language learners are not expected to be able to use the target language for communication.¹³ Learning English as foreign language is not so difficult if the learners do a lot of practice and are exposed to

¹¹ H. Brown Douglas, *Teaching by Principles*, (San Francisco: Longman, 2000), p.118

¹² Jeremy Harmer, *How to Teach Writing*, (New York:Longman,2004), p.39

¹³Ag Bambang Setiyadi, *Teaching English As A Foreign Language*, (Yogyakarta:Graha Ilmu,2006),p. 35

situation that contains English elements in it. The students should practice their English regularly both inside the classroom and outside the classroom.

Brown says, "Learning is acquiring or getting of knowledge of a subject or skill study, experience, or instruction. In the definition of learning, it can be concluded as "showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand."¹⁴ Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.¹⁵ It means that in teaching, the teacher helps the students and guides them to learn material easily. The teacher helps students get knowledge and understand about material.

Based on explanation above, teaching English as a foreign language should be based on the students' need. The teacher should know what they do in order to make the students interested in English. So, the teacher should really prepare the material, instruction and technique well. It is also expected that the objective of English instruction is to make the students easily to get the ability or skill full to communicate orally or written well.

1. Concept of Learning

Learning is relatively permanent but subject to forgetting.¹⁶ Particularly, this research discusses the learning process of reading comprehension in English by using Sensory Images Strategy. According to Kimble in Brown, learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or

¹⁴ H Brown Douglas, *Principles of Languages Learning and Teaching*, (5th Ed), (San Francisco : Pearson Education, 2006) , p.18

¹⁵ *Ibid*, p.8

¹⁶ *Ibid*, p. 8

instruction. It is a relatively permanent change in a behavioral tendency and a result of reinforced practice. In addition, learning involves activeness, conscious focus on and acting upon events outside or inside the organism, and also some forms of practices, perhaps reinforced practices. It means that learning is an activity for getting knowledge, skill, and experience about subject learning which need practice to improve the understanding of its. It can be seen that learning can be defined as change in behavior. This change occurs as a consequence of experience in some specify situation. The change brought about by developing a new skill and changing attitude.

Based on statement above, it can be concluded that learning is the process of getting knowledge and understand the lesson or the subject.

B. Concept of Reading

Reading is something many of us take for granted. We read with what appears to be little effort and little planning, and it is remarkable that so much of the world's population can read a little more than 80 percent of the world's population can read to some extent.¹⁷ An important dimension of reading education includes understanding what skilled readers do when they read.¹⁸ It means reading is the important process to get information.

Grabe stated that, reading is the process of receiving and interpreting information encoded in language via the medium of print.¹⁹ From the statement above the researcher concluded, reading is the meaningful interpretation of printed

¹⁷ William Grabe, *Reading In a Second Language*, (Washington, D.C. : Cambridge University Press, 2009), p. 4

¹⁸ *Ibid*, p.13

¹⁹ *Ibid*, p.4

symbol. In this process the reader tries to create the meaning intended by the author. The readers can get information from the printed page such as magazines, newspapers, novels or kinds of textbooks. It means, reading is a way of getting the knowledge or meaning from the printed.

To be successful reader, one must comprehend or understand the information in written material. According to Jeremy Harmer, reading is incredibly active occupation. To do it successfully, we have to understand what the words mean, see the pictures the words are painting, understand the arguments, and work out if we agree with them.²⁰ It is readers understand what they read because they are able to take the stimulus beyond. It is graphic representation and assigns membership to an appropriate group of concepts already stored in their memories.

Moreillon states that, reading is making meaning from print and from visual information.²¹ It is a series of processes to deliver information or messages to others with the use of media depictions are only read by the sense of sight. Visual communication combining art, symbols, typography, drawing, graphic design, illustration, and color in its delivery. In order to be readers, learners must take their ability to pronounce words to “read” pictures and then make the words and images mean something. It is a way to draw information from the printed page and interpret this information appropriately.

According to Nunan, reading is usually conceived of as a solitary activity in which the reader interacts with the text in isolation.²² However, reading is a way

²⁰ Jeremy Harmer, *How to Teach English*, (London: Longman, 2001), p.70

²¹ Judi Mereillon, *Collaborative Strategies for Teaching Reading Comprehension*, (Chicago: American Library Association, 2007), p.10

²² David Nunan, *Language Teaching Methodology*, (New Jersey : Prentice Hall, 1991), p.72

in which something interpreted or understood. It does not mean that reading only understands the words or the grammar. It is not just translating.

Reading is thinking, in order to read well in English, you must think in English. In another way, people reading for information or pleasure. Any expose to English is good think for language students. At least, some of the language sticks in their minds as part of the purpose of language acquisition, and the reading text is especially Interesting and engaging, acquisition is likely to be even more successful. The reader gets information and massages from the next by reading.

From the statement above, the researcher concluded that reading is process to get information or knowledge from the text and to understand the content of the material being read.

C. Reading Ability

Etymologically, the word “ability” in Oxford Learner’s pocket dictionary ability is skill or power.²³ It mean that the ability to comprehend the passage require the power of understanding the total meaning of the passage.

Terminologically, there are so many experts that have different definition for reading comprehension, but here the writer will take several definition according to the experts as follows:

Jean Wallace Gillet and Charles Temple state that reading ability in foreign language is a measure of one’s general knowledge. In other word reading ability should aim to increasing vocabulary mastery. That reading ability is the search for

²³Oxford University, *Op. Cit.*, p. 1

meaning; actively using our knowledge of the world and of text to understand each new thing we read.²⁴ By reading, we can get many knowledge which re contained science and technology, social life, economic, history, and etc. of course, all information that is gained by reading is represented in written forms. So, the purpose of reading activity is to recognize the meaning of words and phrases of the reading passages.

There are three stages in reading more, there are:

a. Pre-Reading

This stage is to prepare the learners for what they are going to read, just as we are usually prepared in reel life.

b. While-Reading

This stage is to help the learners understand the text, they may first do an easy scanning or skimming task, and then a task requiring more through comprehension.

c. Post-Reading

This stage is help the learners to connect what they have read with their own ideas and experience, just as we often do in real life, and perhaps to more fluently from reading to another classroom activity.²⁵

D. Reading Comprehension

Comprehension is an active pr ocess in the construction of meaning and the process of deriving meaning from connected text. It involves word knowledge

²⁴ Jean Wallace Gillet and Charles Tample, *Understanding Reading Problem*, (Washington, D.C.: Harper Collins College Publisher, 1994), p. 4

²⁵ Paul Davis and Eric, *Op. Cit.*, p. 92

(vocabulary) as well as thinking and reasoning. Therefore, comprehension is not a passive process, but an active one.²⁶ It means that comprehension is process activity to get the meaning from text or knowledge from vocabulary that active process.

According to Brown, reading comprehension is primarily a matter of developing appropriate, effective comprehension strategies.²⁷ It means comprehension is ability to understand and getting some information.

From those statements it can be concluded that reading comprehension is the reader's ability to take information or message from paragraph or reading text including the ability to deal with questions related to main idea, inference, grammatical features, detail, excluding facts not written, supporting idea, and vocabulary in context.

There are some aspects in reading comprehension:

1. Main idea

Main idea is basically the most important thought about the topic. According to Alexander et.al, main idea is what the author wants to you to know and understand about the topic.²⁸ It means that main idea refers to important information that tells more about the overall idea of a paragraph

²⁶ Elizabeth Pang, S. MuakaAngaluki, Benbard B. Elizabeth, Kamil, L. Machel. *Teaching Reading*, (Chicago: Internal Academy of Education. Series-12, 2003) p. 14.

²⁷ H. Douglas Brown, *Teaching by Principle, an Interactive Approach to Language Pedagogy*, (2nd Edition), (San Francisco: San Francisco University Press, 2000), p.306

²⁸ sandralunamccune, vi cain alexander, and e. donicemccune, *cliffs notes praxis ii*, (canada: wilcy publishing, 2009), p. 12.

or section of a text. In other words, main idea is actually the point of paragraph.

2. Expression/idiom/phrase in context

The question of expression/idiom/phrase in context is a common word or phrase with a culturally understood meaning that differs from what its composite words' denotations would suggest.²⁹ In other word, a passage may have multi meaning word and special, so the reader must identify which meaning from the information the passage.

3. Inference (implied detail)

According to Hatch, inference questions ask you about information that is implied by the passage rather than directly stated.³⁰ In other words, inference question is guessing something that is not directly stated in the text.

4. Grammatical Features (reference)

According to Dummet, reference is a relation that obtains between expressions and what speakers use expressions to talk about.³¹ It means that reference is a relation between objects in which one object designates, or acts as a means by which to connect to or link to, another object.

²⁹english-language idioms, https://en.wikipedia.org/wiki/english-language_idioms. accessed on tuesday march 20th, 2018 7 p.m.

³⁰lisazimmer hatch, scott hatch, amy hackney blackwell, *lsat for dummies*, (london: wiley publisher, 2004), p. 27.

³¹michealdummett, *philosophy of language*, (new york: harper and row publisher, 1973), p. 204.

5. Detail (scanning for a specifically stated detail)

In discussion about reading, this skill is frequently referred to as scanning.

In contrast to reading for gist, we read because we want to specific details.³²

It means that the reader must read with comprehend in order to get the point from the text.

6. Excluding fact not written

Excluding fact not written question ask you the information in text that is not explains directly.

7. Supporting idea

Supporting idea underscores the writer's main idea by providing clarification of its meaning or evidence to corroborate.³³ It means supporting idea clarifies the topic sentence or main idea of a written passage.

8. Vocabulary in context

Vocabulary in context question asks about the meaning of a word or phrase as it is used in the passage.³⁴ It means that, vocabulary in context question is a question that asks reader to determine the meaning of vocabulary.

Based on that explanation, it can be summarized that reading comprehension is a process in which the reader tries to understand the content of the text. Meanwhile, reading is getting information from the text. The readers read the text to get information about main idea, expression/idiom/phrase in context, inference (implied detail), grammatical (reference), detail (scanning for

³²Jeremy harmer, *the practice of english language teaching (3rd ed)*, (Washington, D.C.: longman, 2001), p. 215.

³³sandralunamccune, et. al. *op.cit.* p. 13.

³⁴ H. douglas brown, *language assessment: principle and classroom practice*, (Washington, D.C. : pearson education, 2004), p. 206.

specifically stated detail), excluding fact not written, supporting idea, vocabulary in context. The readers describe those components by using their own language. Comprehension means skill to understanding the purpose and meaning of the text, that the readers understand the content of reading.

E. Concept of Text

According to Gerot and Wignell, there are many kinds of texts that are recount, reports, analytical exposition, news items, anecdote, narrative, procedure, descriptive, hortatory exposition, explanation, discussion, and reviews text. It means there are many texts that the students must know.

a. Recount Text

Recount text is to retell events for the purpose of informing or entertaining.

b. Report Text

Report text is to describe the way things are, with reference to a range of natural, and social phenomena in our environment.

c. Analytical Exposition

Social function of analytical exposition to persuade the reader or listener that something is the case.

d. News Items

This is text to inform readers, listeners, or viewers about events of the day which are considered newsworthy or important.

e. Anecdote

Anecdote to share with others an account of unusual or amusing incident.

f. Narrative Text

Narrative text is to amuse, entertain and to deal with actual or vicarious experience indifferent ways; Narratives deal with problematic events which lead to a crisis or turningpoint of some kind, which in turn finds a resolution.

g. Procedure Text

It is a text that to describe how something is accomplished through a sequence of action or steps.

h. Descriptive Text

Descriptive text to describes a particular person, place or thing.

i. Hortatory Exposition

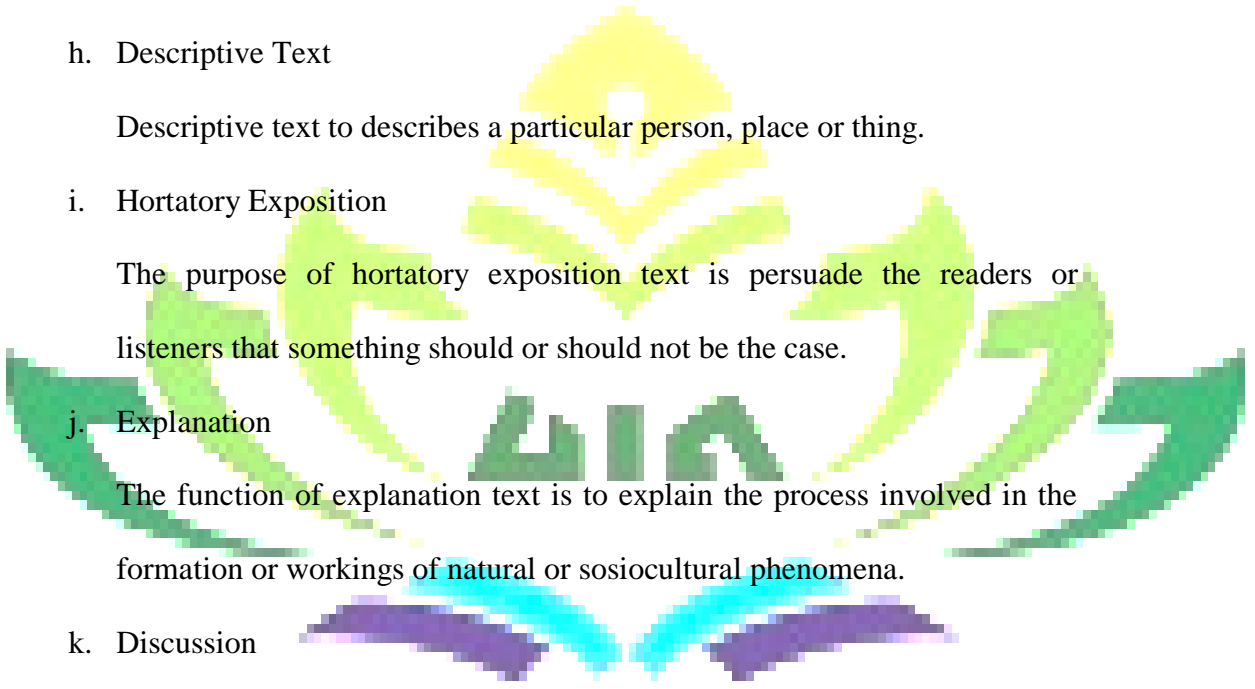
The purpose of hortatory exposition text is persuade the readers or listeners that something should or should not be the case.

j. Explanation

The function of explanation text is to explain the process involved in the formation or workings of natural or sociocultural phenomena.

k. Discussion

Spooof has social function of discussion to present two points of views about an issue.



1. Review

The social function of review text is to critique an art work or event for a public audience³⁵.

In this research, the researcher will be focus on the recount text elaborates the researcher's idea about the phenomenon surrounding. It can be said that while having text, the researcher's opinion is involved. The recount text includes in the syllabus at the second semester of the eighth grade.

F. Concept of Recount Text

1. Definition of Recount Text

One kind of texts that is learned by Junior High School Students is recount text. Recount text is one of text types that retells past events. According to Anderson, a recount is a piece of text that retells past events, usually in order in which they happened.³⁶ Thus the special features of recount text could be found in its sequence of events in which the past event is written chronologically. The purpose of the text is usually to give the reader a description of event. Besides, its most common purposes are to inform and to entertain.

Recount is a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount text is to give the audience a description of what happened and when it happened.³⁷ It means that recount text is a text that

³⁵ Gerot and Wignell, *Making Sense of Functional Grammar* (Sydney: Gerd Stabler, 1995), p.194 - 217

³⁶ Mark Anderson and Katy Anderson, *Text Types in English 2*, (South Yarra: Macmillan. 1997), p. 48

³⁷ M. Arifian Rosyadi, *Teaching Materials Development Recount Text*, (Jakarta: Graha Ilmu, 2001), p.1

retells the past activity in chronological order to give the audience clear description.

Based on the definition above, the researcher can conclude that recount text is text or story to tell the past event whose purpose is to inform or to entertain the readers by giving a description of what happened and when it happened.

2. Purpose of Recount Text

The purpose of recount text is to give the audience a description of what happened and when it happened. A recount has social function. Recount “tell what happened”. The purpose of a social recount is to document a series of events and evaluate their significance in some way. It is also to give the audience a descriptions of what accursed and when it occurred. The purpose of the literary story recount is to tell a sequence of events so that it entertains. The story recount has expressions of attitude and feeling, usually made by narrator about the events.

3. Types of Recount Text

Referring of Rojas defines the recount text in tree types there are personal recount, factual recount and imaginative recount:

- a. Personal Recount – these usually retell an event that the writer was personally involved in.
- b. Factual Recount – recording an incident, e.g. a science experiment.

- c. Imaginative Recount – writing an imaginary role and giving details of events, e.g. a day in the life of a pirate.³⁸

In this research the researcher will use Personal Recount, it usually retell an event that the writer was personally involved in.

4. The Generic Structures of Recount Text

The generic structures of recount text are consists of: orientation, sequence of events, and reorientation.

- a. Orientation

Recount begins by telling the reader was involved, what happened.

Orientation gives reader background information needed to understand the text, and the reader will recognize about scene setting and context of the text.

- b. Sequence of Events

Event is the main activities that accurate in the story of the text. In recount text, events are ordered in a chronological sequence to give some information for reader.

- c. Reorientation

Reorientation is a closing statement that may include elaboration.

statement that may include elaboration.³⁹

³⁸ Rojas , *Language Features of Seven Writing Genres*, (Language Education Consultant, 2010), Page10

³⁹ Lancashire Country Council, *Primary Framework Support for Writing, non-fiction*, (Lancashire Country Council, 2008), p. 6-7

Table 2
Example of Generic Structure of Recount Text

Title	Extra Curricular
Orientation	Last night, I read an article about adolescence in a magazine. I learned that it was a time of change between childhood and adulthood.
Sequence of Event	After I finished reading the article from the magazine, I remembered my own adolescence. I was fourteen at that time. I felt very emotional about everything. But I tried to learn more about myself. I tried to discover what I wanted to do, and what kind of people I wanted to be. To divert my emotions, I took many extra curricular activities. I took piano lessons on Mondays. On Tuesday, I joined an English Course. Then on Wednesdays and Thursdays, I had extra science and math lessons. Fridays, it was my time to play basketball with my friends. Finally, I spent most of my weekends with my family.
Reorientation	I was able to control my emotions and to have a place where I could express my creativity in positive ways. ⁴⁰

The type from recount above is Personal Recount – these usually retell an event that the writer was personally involved in.

G. The Concept of SQ4R Strategy

1. Definition of SQ4R Strategy

There are many kinds of strategy that can be used in teaching and learning reading comprehension, one of them is SQ4R (Survey, Question, Read, Recite, Reflect, Review). SQ4R was introduced by Coon and Mitterer. SQ4R stands for

⁴⁰ Artono Wardiman, Masduki B. Jahur, and M. Sukirman Djusma, *English in Focus for Grade VIII Junior High School (SMP/MTs)* (Bandung, 2008), p. 60.

survey, question, read, recite, reflect, and review. These six steps can help students learn as they read, remember more, and review effectively.

- a. **S=Survey.** Skim through a chapter before you begin reading it. Start by looking at the topic headings, figure captions, and summaries. Try to get an overall picture of what lies ahead.
- b. **Q=Question.** As you read, reword each major topic heading into one or more questions.
- c. **R1=Read.** The first R in SQ4R stands for read. As you read, look for answers to the questions you asked. Read in short bites, from one topic heading to the next, and then stop. For difficult material, you may want to read only a paragraph or two at a time.
- d. **R2=Recite.** After reading a small amount, you should pause and recite or rehearse. Try to mentally answer your questions. Also, make brief notes to summarize what you just read. Making notes will reveal what you do and don't know, so you can fill in gaps in your knowledge.
- e. **R3= Reflect.** As you read, reflect on what you are reading. As stated earlier, two powerful ways to do this are self – reference and critical thinking. This is the most important step in the reflective SQ4R. The more mindfulness and genuine interest that you can bring to your reading, the more you will learn.
- f. **R4=Review.** When you are done reading, skim back over a section or the entire chapter, or read your notes. Then check your memory by reciting

and quizzing yourself again. Try to make frequent, active review a standard part of your study habits⁴¹.

It means that the strategy help the students to understand in learning reading comprehension ,. The steps helped them to know the topic, to read, recite, review the text, to answer the question, to comprehend the purpose of the text, and make the best habit for the students.

“SQ4R is the effective strategy to get the purpose of reading as improve the students’ comprehension. The students can understand the meaning and comprehend the reading text. It means S (survey) and Q (question), 4R’s (read, recite, reflect, review). To survey is to preview the book for examine all parts of – it the table of the contents, objectives, outlines, summaries, and so on. The students are encouraged to formulate question for self-instruction and answer the question of the text. They can look for the answers of the questions to make the reading interactive and meaningful. Reciting, explaining to others helps to organize information. Reflecting or thinking about the material can also make the reading more meaningful. Review is essential for meaningful rehearsal and retention”.⁴²

Based on the steps of SQ4R above, it can be concluded that SQ4R stands for Survey, Question, Read, Recite, Reflect, and Review is a strategy for teaching reading that has been set in a systematic way. This strategy can be known as an active strategy which makes the students be able to understand and comprehend the text in result long – term understanding from what they read. The students are not only read the text but also they will taught to develop the questions of the text by skimming the text before start reading the whole text. The students try to read and find the answer to their own questions about the text. The students not only understand what they read, but also the students can reflect text on their own life.

⁴¹ Dennis Coon & Joon O. Mitterer, Introduction to Psychology: Gateways To Mind And Behaviour (14th Ed) (USA: Brock University, 2013), p.5

⁴² Carolyn Orange, *The Quick Reference Guide to Educational Innovations* (California: Saga Company,2002), p.32

According to Richardson & Morgan “One such strategy that has proven effective as a study and reading strategy is SQ4R Survey, Question, Read, Recite, Review, Reflect”. SQ4R provides a systematic way of comprehending and studying text.⁴³

It means that SQ4R strategy makes students comprehending the text and studying text.

2. Advantages and Disadvantages of SQ4R Strategy

SQ4R is a one strategy of teaching and learning reading, as a one strategy SQ4R can give some advantages and disadvantages in teaching learning reading comprehension. According to Walter and Siebert, the advantages and disadvantages of SQ4R are as stated below:

a. The Advantages

- 1) To help the students focus on learning what is important to them.
- 2) The students learn to organize and structure their studying.
- 3) The students state their goals as questions, seek an answer, achieve their goals and move on.
- 4) The students focus on grasping the key concepts.

b. The Disadvantages

- 1) It is difficult to change old study habits.

⁴³ Richardson & Morgan, *Effective Strategies and Learning Models* (USA: Brock University, 2014), p.30

2) It takes more energy to ask questions and develop summaries than it does to let the students passively read printed pages.⁴⁴

3) It takes more energy to ask questions and develop summaries than it does to let the students passively read printed pages.⁴⁵

It means that the strategy focus to help the students' comprehension, improve the quality of the students towards reading comprehension in recount text. The research create the new strategy to change the old strategy, and make the students answer question depend on correct answer.

1. The Procedure of SQ4R

Below are some points in teaching reading through SQ4R Strategy:

a. Pre activity the teacher explains about strategy in learning reading and the teacher selects the material.

b. While activity the teacher gives a pieces of text:

1) To write the topic sentence and summary.

2) To read the text, and make one or more questions of topic major and answer the question of the text.

3) To look for answers in the text (reread the text to answer the question).

4) To remember that seeing, saying, hearing, and writing points understanding.

5) To look over the notes and make sure you can answer all of questions.

⁴⁴ Loraine Blaxter, Christina Huges, & Malcolm Tight, How to Research (4 Ed) (New York: University Press, 2010), p.115

⁴⁵ Loraine Blaxter, Christina Huges, & Malcolm Tight, How to Research (4 Ed) (New York: University Press, 2010), p.115

- 6) To retain understanding on text, they remember it and able to used the knowledge.
- c. Post activity the teacher asks the student to express their problems in comprehending the text, after the student understood, the teacher ended the class⁴⁶.

It means that the teacher explain in learning reading. The teacher give the paper of recaunt text, and offer the students to write the topic, to read, recite, review, to look for the answer of questions, and they comprehend the purpose of the text.

According Aris sohimin , The SQ4R model includes 6 stages of activities, namely:

- 1) Survey (preliminary research), in this stage, the reader starts researching, reviewing, exploring at a glance to find chapter titles, sub-sections, and picture captions so that the reader knows or is familiar with the reading material that will be read in detail and according to needs.
- 2) Question (ask), after conducting a survey, several questions may be found. We ask a few questions that can be used as a guide in reading to be concentrated and focused. The number of questions depends on the length of the text.
- 3) Read, now start reading carefully and carefully, paragraph by paragraph. As we know, each paragraph raises a main thought. If we

⁴⁶ Carolyn Orange, *The Quick Reference Guide to Educational Innovations* (California: Saga Company, 2002), p.32

connect the whole main thoughts into one necessity, the main ideas can be found from a series of paragraphs in one discourse.

- 4) Recite, (retell it in your own words) after reading the text, remember what you read earlier. Look back at the notes you made earlier and recall the main ideas that have been noted.
- 5) Reflect (mark), in this stage there are 2 important things that must be done, namely marking keywords or underlining and making small notes.
- 6) Review the whole section.⁴⁷

2. The Procedure of SQ4R in Reading Recount Tekes

Based on some theories of stages SQ4R Strategy which has been explained previously, there are six application in SQ4R Strategy that was :

a. Pre-Activity

- 1) Teacher greets to the student
- 2) Teacher gives brainstorming to the students.
- 3) Teacher simulates students curiosity
 - Students predict what they will read
 - Students answer the question related to the material they will learn.

For example. “do you know about recount text?”, “what do you know about recount text?”, “have you ever read a recount text?”

- 4) Explaining the text

⁴⁷Aris Sohimin, *68 model pembelajaran inovatif dalam kurikulum 2013* (Yogyakarta; Ar-Ruzz Media, 2014) p 192-193

- The teacher explains the goal
- 5) The teacher presents background information of the text by the title “Extra Curricular”

b. Whilst-activity

- 1) **Survey** : After the students provided with reading text, they are asked to see a title of the text. Then, the students skim “Grandpa’s Brithday” text and give an overview about the text.
- 2) **Question** : After the survey stage the student make some question about the text before they read the text. This is a part of study process because it encourages the students to simulate their sense.
- 3) **Read** : Next, the read the whole text carefully. By reading, students can get some new ideas and compare them with their already made questions.
- 4) **Recite** : Following the read stage the students can check their level of understanding and answer the questions. And making notes what they know and don’t know.
- 5) **Reflect** : After reading the whole text, the students relate the information from the text that they was reads to their own experience. Therefore this steps is called relate.
- 6) **Review** : Finally, as a review, the students remember what have been learned by reading their notes to help them understand the whole text given.

c. Post-activity

- 1) Teacher assesses the students to practice the reading skill.
- 2) Teacher gives the score and done reflection.
- 3) Teacher closes the meeting

H. Concept of Listening Read Discuss (LRD) strategy

1. Definition of Listen Read Discuss (LRD) strategy

According to McKenna in Murni's journal Listen Read Discuss (LRD) is a strategy especially designed for struggling readers. Its three stages represents before, during, and after stages of all reading lesson format.⁴⁸ Moreover, Trowbridge says that Listen-Read-Discuss (LRD) is a comprehension strategy that builds students' prior knowledge before they read a text. Before reading, students listen to a short lecture delivered by the teacher. A guide or graphic organizer can be used to help students follow the information.⁴⁹ It means that, there are three stages in this strategy. First, the students listens the explanation about the material from the teachers. Second, the teacher asks the students to read the text to get their comprehension. Finally, the teacher guides the students to discuss to know the students comprehension about the text.

A strategy which was introduced by Manzo and Casale, LRD is a literacy strategy that helps the students to comprehend the text. Before reading, students

⁴⁸ Dewi Sri Murni, *Improving Students' Reading Comprehension Through Listen-Read-Discuss (LRD) Strategy (A Classroom Action Research at Class X-1 of SMA Negeri 1 Musuk Boyolali in 2014/2015 Academic Year)*,

⁴⁹ John E. Trowbridge, *Reading in the Content Areas*, (Washington: Louisiana Public Broadcasting, 2002), p.11.

listen to a short lecture delivered by the researcher.⁵⁰ LRD is a good transfer strategy for writers as well as students. Manzo said that it is recommended as a heuristic for helping content writers become involved in an instructional conversation that tends to more naturally infuse reading instruction into content-based classroom instruction.⁵¹

The researcher concludes that Listen Read Discuss (LRD) is a strategy for teaching reading that helps student comprehend material presented orally. Also, it helps build students' prior knowledge and evokes discussion in students. A teacher can use this strategy before and during reading and within a small a group or in a whole class setting.

2. Advantages and Disadvantages of LRD Strategy

According to Purwanti, there are some advantages that can be used by the teacher in giving treatment in control class.

- a) It helps students comprehend material presented orally.
- b) It builds students' prior knowledge before they read text.
- c) It engages struggling readers in classroom discussion.⁵²

It means that by using LRD to teach students in reading activity it can increase their comprehension and make them enjoy in the classroom. The students get information from the teacher presented orally before they read a text.

⁵⁰ Julie.H.I, *Literacy and Learning: Reading in the Content Areas*, (Louisiana University: Louisiana Public Broadcasting, 2002), p. 11

⁵¹ Anthoni V.Manzo, *Literacy Disorders.*, p. 323

⁵² Sri Erma Purwanti, *The Use of LRD (Listen-Read-Discuss) Strategy to Improve Students' Reading Comprehension of the Second Grade Students at SMP N.2 Tembilahan Kota*,

However, according to Purwanti there are also disadvantages in LRD strategy as follows:

- a) LRD is difficult to use on a daily basis because developing the lecture and the students' prior knowledge is time intensive.
- b) The teacher must be selective and choose specific text where the students lack prior knowledge about and need more support with LRD text.⁵³

Teacher interaction in the learning process is important because teachers are guides and mentors in the lesson, the teacher will be impossible without the learning process running optimally. So, the teacher in the learning process is necessary at all, especially in improving the reading skills of students, because of time constraints in presenting the material in the school led to the demand to achieve the desired learning achievement one of them with the intensity of reading outside of school hours in order to achieve these objectives.

3. The Procedure of Using LRD Strategy

According to Trowbridge LRD has three basic steps: Listen, read, discuss.

The following are the steps of LRD strategy:

1. Listen: Present a lecture on the content of the reading. Include a graphic organizer of the information during discussion.
2. Read: Students read the selection, guided by the idea that the reading may provide a different understanding or interpretation of the content.

⁵³ *Ibid*

3. Discuss: Teachers lead a classroom discussion on the materials, encouraging students to reflect on the differences between their reading of the content and the teacher's presentation.⁵⁴

There are the procedures of Listen-Read-Discuss by Manzo:

- a. Listen: The researcher present the informational to the students' about the text that they will be reading and this can be in the form of a short lecture on the reading material selected, here, the researcher tries to activate students' prior knowledge by using graphic organizer to guide the lecture. The time for this step is approximately 10-15 minute.
- b. Read: Then, the students read a text selection about the topic. This explanation is compared with the information from the lecture. The passage from the textbook should cover the same information introduced in the lecture. Long reading assignment that bring in other topics are not appropriate. The researcher should let the students know that the purpose of reading is to experience another explanation of the topic and to compare it to the information they have just read.
- c. Discuss: The researcher will lead a classroom discussion of the material that was read and encourage students to reflect on any differences between their readings of the content on the researcher's presentation. So, in this step the researcher make a small or large group and they ask question.⁵⁵

⁵⁴ John E. Trowbridge, *Op Cit*, p.12.

⁵⁵ Julie H. Lester, *Literary & Learning.*, p. 11

It means that LRD has three steps, first the students listens the explanation about the material from the teachers. Second, the teacher asks the students to read the text to get their comprehension. Finally, the teacher guides the students to discuss to know the students comprehension about the text.

I. Frame of Thinking

Survey, Question, Read, Recite, Refelect, and Reviw (SQ4R) is one of strategies that can be used by the teacher in teaching learning reading. SQ4R is one of strategies to show the active role of readers. According to Stauffer SQ4R is an instructional framework that views reading as a problem-solving process best accomplished in a social context. It means that if teaching strategy is appropriate with the students' need in this case reading comprehension primarily in recount text.

Reading is one of English skills that are mastered by the students. Reading is difficult to master by the students especially recount text. Because of that, the strategy must be appropriate with students' level of ability. One of the strategies in the teaching English is SQ4R strategy. There are 6 steps to teach SQ4R strategy Survey, Question, Read, Recite, Refelect, and Reviw. In this strategy the students not only read the text, before the students read the text the students must be survey the text by sekiming to make question about why, how, and where. To know a glimpse of information from the text. After that The students try to read and find the answer to their own questions about the text. The students not only understand what they read, but also the students can reflect text on their own life.

Based on the theories, the researcher assumes that SQ4R strategy towards reading comprehension will increase student motivation to learn, help the student to understand the story well and the students also will bring into interesting situation and enjoyable situation. The student will easier to comprehend the meaning and find out the main idea of the text.

Based on the frame of theories above, the research concludes that an English teacher must have appropriate strategy to teach English. It can motivate the student in learning English. In this case the teacher can help the students by using SQ4R strategy towards students reading comprehension , the students can learn and more creatively in the progress. Therefore, in order to achieve the aims of teaching English, especially in reading comprehension , the research assumes that using SQ4R strategy will give significant influence in reading comprehension.

J. Hypothesis

Based on the formulation of the problem, it is proposed the following hypotheses:

Ha: There is a significant influence of using SQ4R strategy towards students' reading comprehension at the second semester of the eighth grade of MTs N 2 in 2018 – 2019 Academic Year.

Ho: There is no significant influence of using SQ4R strategy towards students' reading comprehension at the second semester of the eighth grade of MTs N 2 in 2018 – 2019 Academic Year.

CHAPTER III RESEARCH METHODOLOGY

A. Research Design

In conducting the research, the researcher conducts quantitative based on the experimental research. An experimental design is the general plan for carrying out a study with an active independent variable. The design is important because it determines the study's internal validity, which is the ability to reach valid conclusions about the effect of the experimental treatment on the dependent variable.⁵⁶ It means that experimental design is a research design that is used to find the influence of one variable to another.

In experimental design, the researcher used quasi experimental design. Quasi experimental design are similar to randomized experimental designs in that they involve manipulation of an independent variable but differ in that subjects are not randomly assigned to treatment groups.⁵⁷ The researcher used quasi experimental because in quasi experimental, the subjects are not randomly assigned to the treatments groups. That is appropriate to this research's subject because this research's subject is to groups; So if the researcher randomly assigned the students into the special groups, it will disrupt the classroom learning.⁵⁸

In this research, the researcher selected two classes, The first is experimental class and the other is a control class. The experimental class is the classes which get

⁵⁶ Donald Ary, Lucy Cheser Jacobs, and Chris sorensen, *Introduction to Research in Education*, (8th Edition), (Canada: Wadsworth. Cengage Learning, 2002), p.301

⁵⁷ *Ibid*, p. 316

⁵⁸ John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research* (New York: PearsonEducation, 2012), p.96

treatments SQ4R strategy, in the control class the researcher used LRD strategy. The researcher used pre-test and post-test design.⁵⁹ The researcher design can be presented in Table 2:

Table 3
Pre and Posttest Design

Select Control Group	Pretest	No Treatment	Posttest
Select Experimental Group	Pretest	Experimental Treatment	Posttest

In this research, the students are given pre-test to know their reading ability in recount text before treatment and posttest after the treatment by SQ4R strategy in experimental class and by using LRD strategy in control class. The pretest and posttest are conducted for control and experimental class.

B. Variable of the Research

Arikunto states that variable is the object of research or a central in the research.⁶⁰ Moreover, Kountur says that variable is showing a meaning which differentiates among something from other.⁶¹

From those statements, the researcher concludes that the variable is a central point in the research investigated to know the improve reading ability after giving treatment.

⁵⁹ Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, *Op Cit*, p.309

⁶⁰ Suharsimi Arikunto, *Prosedure Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2010) p. 96

⁶¹ Rony Kountur, *Metode Pendidikan untuk Penulisan Skripsi dan Tesis* (Jakarta: PPM, 2003) p. 47

Variables of research are:

1. The independent variable is SQ4R Strategy as (X). The independent variable is variable selected by the researcher to determine their effect on the relationship with the dependent variable.
2. The dependent variable is the students' reading comprehension in recount text (Y). The dependent variable is observed to determine what effect, if any the other types of variables may have on it.⁶²

C. Operational Definition of Variable

The operational of variable in this research are :

1. Independent Variable (X)

SQ4R Strategy is a Strategy for teaching reading comprehension which serves the students to be active in the process of reading by determining the purpose of reading and making prediction about the text from limited information such as title, the author's name or a few illustrations.

2. Dependent Variable (Y)

Students' reading Comperhension in recount text is the students' comprehension to get meaning of the text in the form of past event whose purpose is to inform or to entertain the reader by giving a description of what happened and when it happened and comprehend the text in order that the student are able to answer the question and have good understanding of main idea, idiom, inferences,

⁶² Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R & D*, (Bandung: Alfabeta, 2010), p. 61.

grammatical features, detail, excluding facts, not written, supporting ideas and vocabulary in context.

D. Population, Sample, and Sampling Technique

1. Population

According to Arikunto's statement population is the whole total number of research subject.⁶³ The population in this research is all of the students at the second semester of the eighth grade in MTS N 2 Bandar Lampung in the academic year of 2017/2018. The population can be seen in the table below:

Table 4
The Students' Number of the Eighth Grade of MTS N 2 Bandar Lampung in the Academic Year of 2017/2018

No	Class	Gender		Number of Students
		Male	Female	
1	VIII D	17	23	40
2	VIII E	20	20	40
3	VIII F	18	22	40
4	VIII G	17	23	40
5	VIII H	17	22	39
6	VIII I	12	28	40
Total		81	90	239

Source: MTS N 2 Bandar Lampung in the Academic Year of 2017/2018

2. Sample

Arikunto states that sample is the part of population which investigated.⁶⁴ Here, the researcher took the students in two classes from nine classes available as the sample of the research, one class as Experimental Class and the other class as Control Class.

⁶³ Suharsimi Arikunto, *Dasar-Dasar Penelitian* (Jakarta: Bumi Aksara 1998), p. 120.

⁶⁴ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 2010), p. 174

3. Sampling Technique

In this research the researcher used cluster random sampling technique. Fraenkel and Wallen say that the selection of groups, or cluster, of subjects rather than individuals is known as cluster random sampling.⁶⁵ The researcher conducted the research at the eight grade consists of two classes. The steps in determining the experimental class and control class as follows:

1. The researcher wrote the name of the class in a small piece of paper
2. Then the paper rolled and put into a box. Then, the box was shaken
3. Then the researcher took two pieces of the rolled paper randomly.
4. Then the first paper as the experimental class and the second paper as the control class.

E. Data Collecting Technique

In collecting the data, the researcher used reading test, the test is multiple choice for post-test with 4 options (a, b, c, and d). The researcher used this type is easier to know the students' reading ability.

In collecting the data, the researcher used some technique as follows:

1. Pretest

The pretest was given before the treatment. It was done by reading comprehension the recount text based on the provided topics. The researcher gave pretest to the students in control class and the experimental class to measure their reading comprehension in recount text before treatment. In pretest the students

⁶⁵Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in education.*, 7th Edition (New York: McGraw Hall.) p.95.

were asked to answer reading comprehension test in form multiple choice questions about recount text based on the provided topics that consist of the result of the try out is gained with four alternative options.

2. Post-test

The researcher gave post-test to measure students' reading comprehension in recount text after they were gave the treatments. The researcher gave post-test to the students in the experimental class and control class to measure that reading ability of recount text after treatment were gave. The experimental class was taught by using SQ4R strategy while control class was taught by using LRD strategy. In collecting the data in the test, the researcher used multiple choices.

F. Instrument of the Research

Arikunto state that research instrument is a device used by the researcher during the data collection by which the work is easier as the data are complete and systematic.⁶⁶ In this research, the test in form of multiple choice tests. The researcher prepares the instrument in the form of multiple choice questions. The specification pretest and posttest can be seen in Table 5:

Table 5
Table Specification of Reading Comprehension for pre-test before validity

No	Aspect	Indicator	Item Number		Total
			Even	Odd	
1	Main Idea (topic)	Students determine the main idea of the passage.	9,11	2	3
2	Expression/idiom/phrase in context	Students can understand the meaning of expressions / idioms / phrases in context	18	23	2

⁶⁶ Suharsimi Arikunto, *Op Cit* p. 149

3	Inference (implied detail)	Students can find what is inference in the passage.	35,37	28,10,16	5
4	Grammatical feature	Students can match between the pronoun and what or who it stands for.	15	4,30	3
5	Detail (scanning for a specifically stated detail)	Students understanding specifically state detail or explicit detail.	1,17,27	14,24,31 33,39	8
6	Excluding fact not written (Unstated details)	Students can find unstated in passage.	3,5,7,25	26,29,40 ,38	8
7	Supporting idea	Students can find supporting idea to support the main idea.	13,21	20,22,34	5
8	Vocabulary content	Students can guess the meaning of difficult vocabulary from the content provided.	19	6,8,12, 32,36	6
Total					40

Based on the table, the main idea consists of 3 numbers. They are number 2, 11, and 9. The idiom consists of 2 number. They are number 18 and 23. The inference consists of 5 numbers. They are number 10,16,28,35 and 37. The grammatical feature consists of 3 numbers. They are number 4,15 and 30. The detail consists of 8 numbers. They are number 1,14,17,24,27,31,33 and 39. The excluding fact not written consists of 8 numbers. They are number 3, 5, 7, 25,26,29,38 and 40. The supporting idea consists of 5 numbers. They are number 13, 20, 21, 22, and 34. The vocabulary context consists of 6 numbers. They are number 6,8,12,19,32 dan 36 . So the total number is 40.

Table 6
Table Specification of Reading Comprehension for pre-test after validity

No	Aspect	Indicator	Item Number		Total
			Even	Odd	
1	Main Idea (topic)	Students determine the main idea of the passage.	9	2	2
2	Expression/idiom/phrase in context	Students can understand the meaning of expressions / idioms / phrases in context	-	-	0
3	Inference (implied detail)	Students can find what is inference in the passage.	-	28	1
4	Grammatical feature	Students can match between the pronoun and what or who it stands for.	15	-	1
5	Detail (scanning for a specifically stated detail)	Students understanding specifically state detail or explicit detail.	1,17	24,31,39	5
6	Excluding fact not written (Unstated details)	Students can find unstated in passage.	7	26,29,40,38	5
7	Supporting idea	Students can find supporting idea to support the main idea.	21	22	2
8	Vocabulary content	Students can guess the meaning of difficult vocabulary from the content provided.	19	6, 32,36	4
Total					20

Based on the table, the main idea consists of 2 numbers. They are number 2 and 9.

The idiom was zero .The inference consists of 1 numbers. They are number 28 .

The grammatical feature consists of 1 numbers. They are number 15. The detail

consists of 5 numbers. They are number 1,17,24,31 and 39. The excluding fact not written consists of 5 numbers. They are number 7,26,29,38 and 40. The supporting idea consists of 2 numbers. They are number 21 and 22. The vocabulary context consists of 4 numbers. They are number 6,19,32 dan 36 . So the total number is 20.

Table 7
Table Specification of Reading comprehension for post-test before validity

No	Aspect	Indicator	Item Number		Total
			Even	Odd	
1	Main Idea (topic)	Students determine the main idea of the passage.	3	6,10,26,30,38	6
2	Expression/idiom/phrase in context	Students can understand the meaning of expressions / idioms / phrases in context	9	16	2
3	Inference (implied detail)	Students can find what is inference in the passage.	13,35	2,34	4
4	Grammatical feature	Students can match between the pronoun and what or who it stands for.	21,33	8,36	4
5	Detail (scanning for a specifically stated detail)	Students understanding specifically state detail or explicit detail.	1,29,37	18,40	5
6	Excluding fact not written (Unstated details)	Students can find unstated in passage.	7,11,25,31	4,12,20,28	8
7	Supporting idea	Students can find supporting idea to support the main idea.	15,23,27	14,32	5
8	Vocabulary content	Students can guess the meaning of difficult vocabulary from the content provided.	5,17,19,39	22,24	6
Total					40

--	--

Based on the table, the main idea consists of 6 numbers. They are number 3,6,10,26,30 and 38.the idiom consists of 2 number. The are number 9 dan 16. . The inference consists of 4 numbers. They are number 2,13,34 and 35. The grammatical feature consists of 4 numbers. They are number 8, 18, 33, and 35. The detail consists of 5 numbers. They are number 1, 18, 29, 37 and 40. The excluding fact not written consists of 8 numbers. They are number 4, 7, 11, 12, 20,25, 28 and 31. The supporting idea consists of 5 numbers. They are number 14, 15, ,25, 23, 27 and 32. The vocabulary context consists of 6 numbers. They are number 5,17,19,39, 22 and 24. So the total number is 40.

Table 8
Table Specification of Reading comprehension for post-test after validity

No	Aspect	Indicator	Item Number		Total
			Even	Odd	
1	Main Idea (topic)	Students determine the main idea of the passage.	3	10,26,30	4
2	Expression/idiom/phrase in context	Students can understand the meaning of expressions / idioms / phrases in context	-	16	1
3	Inference (implied detail)	Students can find what is inference in the passage.	35	34	2
4	Grammatical feature	Students can match between the pronoun and what or who it stands for.	-	-	0
5	Detail (scanning for a specifically stated detail)	Students understanding specifically state detail or explicit detail.	29,37	18,40	4
6	Excluding fact not written (Unstated details)	Students can find unstated in passage.	7,11,31	28	4

7	Supporting idea	Students can find supporting idea to support the main idea.	23	14	2
8	Vocabulary content	Students can guess the meaning of difficult vocabulary from the content provided.	5,19	24	3
Total					20

Based on the table, the main idea consists of 4 numbers. They are number 3, 10, 26, and 30. the idiom consists of 1 number. They are number 16. The inference consists of 2 numbers. They are number 34 and 35. The grammatical feature was zero. The detail consists of 4 numbers. They are number 18, 29, 37 and 40. The excluding fact not written consists of 4 numbers. They are number 7, 11, 28 and 31. The supporting idea consists of 5 numbers. They are number 14 and 23. The vocabulary context consists of 3 numbers. They are number 5, 19 and 24. So the total number is 20.

G. Research Procedure

There are three steps that done in the research procedure. The procedures are as follows:

a. Planning

Before the researcher applied the research procedure, the researcher made some planning to run well, there are some steps that plan by the researcher. The procedure of this research can be seen as follows:

a. Determining the subject

The researcher determined the subject. In this case the researcher chose the eighth grade of MTS N 2 Bandar Lampung as the subject of the research, one class as experimental class and the other one as the control class.

b. Preparing the try-out

The researcher prepared a kind of test (called try-out test) that test was given to the students out of students in experiment and control class. The total number of test is 40 items. The try out administered in 90 minutes. The researcher evaluates the test items to get the good items for pre-test and post-test.

c. Preparing the pre-test

The researcher prepared a kind of test (called pre-test) that was given to the students at control and experimental class. This test was given by researcher before the students got treatment. The researcher used the instrument which have already been tried out before.

d. Determining the material to be taught

After giving pre-test to students, the researcher determined the material that was taught the student that is reading comprehension in recount text.

e. Preparing the post-test

The researcher prepared a kind of test (call post-test) that was given to the students. By giving the post-test, the researcher knew the students reading comprehension in recount text.

b. Application

After making the planning, the researcher tried to apply some procedure that

had been already planned. There are some steps in doing this research:

1. In the first meeting, the researcher gave the students try-out

This test is multiple choices that consist of 40 items with 4 options a, b, c, and d. This test was given to the students which does not become the sample of the research.

2. In the second meeting, the researcher gave pre-test.

The researcher gave pre-test to the control class and experimental class. The test is multiple choice, it was taken from the result of try-out test. It means that only the valid and reliable test item used in the pre-test.

3. In the third step, the researcher gave treatment

After giving the pre-test to the students, the researcher conducted a treatment in control class and experimental class. In control class the researcher conducted a treatment with teacher's LRD strategy of MTS N 02 Bandar Lampung. While in experimental class, the researcher conducted the treatment with SQ4R strategy. The researcher done in three meeting use SQ4R strategy and three meeting use LRD strategy.

4. In last meeting, the researcher gave post test.

This test is multiple choice test, the total number of test were 20 items. It means that only the valid and reliable test items that used.

c. Reporting

The last step that should be done in the research procedure is reporting. There are as follows:

1. Analyzing the data received from try-out
2. Analyzing the data received from pre-test and post-test
3. Making a report based on the findings.

H. Scoring System

Before getting the score, the researcher determine the procedure can be use in scoring the student's score. In order to do that, the researcher use Arikunto's formula.⁶⁷ The ideal highest score is 100. The score of pre-test will be calculated by using the following formula:

$$S = \frac{r}{n} = 100$$

Notes:

S = The score of the test

r = The total items of the right answer

n = The total items

I. Criteria of Good Test

To know whether the test is good or not, some criteria should be considered. The should have validity and reliability.

1. Validity of Test

A good test is the test that has validity. The validity test is conducted to check whether the test measures what is intended to be measured.⁶⁸ It means that a good

⁶⁷ Suharsimi Arikunto, *Dasar-Dasar Evaluasi Penelitian* (Jakarta: Bumi Aksara 2013), p. 272.

⁶⁸ Arthur Hughes, *Testing for Language Teacher*, (2nd Edition), (Cambridge: Cambridge University Press, 2003), p.26.

test must have validity so the test can measure the aspects that will be measured. To measure whether the test has good validity or not, the researcher use the content and construct validity.

a. Content Validity

Best and Kahn say that content validity refers to the degree to which the test actually measures or is specifically related to the traits for which it was design, content, validity is based upon the careful examination of course textbooks, syllabus, objectives, and the judgments of subject matter specialists.⁶⁹ It means that content validity is the level validity of the instrument that can be taken from course textbooks, syllabus, objectives, and the judgments of subject matter specialists. To get content validity, the test adapts with the textbook and based on the syllabus for the eighth grade of junior high school.

b. Construct Validity

Best and Kahn say that Construct validity is the degree to which scores on a test can be accounted for by explanatory construct of sound theory.⁷⁰ It means that construct validity is showing the measurement uses contained correct operation definite, which was based on the theoretical concept. In this research, the researcher administer the test whose the scoring covered seventh aspect of reading they are: main idea, idiom, inference, supporting idea, grammar, vocabulary, detail, excluding fact not written.

⁶⁹ John W. Best and James V. Kahn, *Research in Education* (7th Edition) (New Delhi: PrenticeHall, 1995), p. 219b

⁷⁰ *Ibid*

c. Item Validity

The researcher gave some question to know valid or not the question that given the students. The item validity calculated to measure the validity of the test items. In this research the researcher used SPSS to calculate the data obtain from the try out to find out the item validity of each item.

2. Reliability of the Test

Fraenkel and Wallen state that reliability refers to the consistency of the scores obtained-how consistent they are for each individual from one administration of an instrument to another and from one set of items to another.⁷¹ Besides having high validity, a good test must have high reliability too. Alpha formula will be used to know reliability of test is K – R.20.⁷²

$$R11 = \left(\frac{k}{k-1} \right) - \left(\frac{S^2 - \sum pq}{S^2} \right)$$

Where:

R11	=	The reliability coefficient of items
k	=	The number of item in the test
p	=	The proportion of students who give answer the item 1
q	=	1-p
$\sum pq$	=	Sum of p time q
S^2	=	Variance of the total score

Then the result is consulted to the criteria of reliability as follows:

Reliability coefficient 0.800 – 1.000 is very high

Reliability coefficient 0.600 – 0.800 is high

Reliability coefficient 0.400 – 0.600 is fair.

Reliability coefficient 0.200 – 0.400 is low

⁷¹ Jack R. Fraenkel and Norman E. Wallen, *Op. Cit*, p. 154

⁷² Suharsimi Arikunto, *Op.Cit*, p. 115

Reliability coefficient 0.000 – 0.200 is very low⁷³.

Table 9
The result of reliability pre test

Reliability Statistics	
Cronbach's Alpha	N of Items
.868	20

Based on the table 7, it can be seen that result of Cronbach's Alpha pre-test was 0.868. it means that the result Cronbach's Alpha was very high reliability.

Table 10
The result of reliability post test

Reliability Statistics	
Cronbach's Alpha	N of Items
.850	20

Based on the table 8, it can be seen that result of Cronbach's Alpha post-test was 0.850. it means that the result Cronbach's Alpha was very high reliability.

J. Data Analysis

After collecting the data, the researcher is going to analyze the data by using independent sample t-test. There are two assumptions that must be done before analyzing the data by using independent sample t-test. The tests consist of :

a. Normality Test

The Normality is used to know whether the data, in experimental and control class, has the normal distribution or not. In this research, the researcher used statistical computation by using SPSS (*Statistical Package for Social Science*).

While the criteria of acceptance or rejection of normality test are as follows:

⁷³ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktis*,(Jakarta, PT. Rineka Cipta), 2006, p. 276

H_0 is accepted if $\text{sig} > \alpha = 0.05$

H_a is accepted if $\text{sig} < \alpha = 0.05$

The hypotheses for the normality test are formulated as follows:

H_0 : the data are normally distributed

H_a : the data are not normally distributed.

b. Homogeneity Test

After the researcher gets the data which has normality distribution, the researcher will do the homogeneity test in order to know whether the data is homogenous or not. In this research, the researcher used statistical computation by using SPSS (*Statistical Package for Social Science*). The test of homogeneity employing Levene's Test. While the criteria of acceptance or rejection of homogeneity test are as follow:

H_0 is accepted if $\text{sig} > \alpha = 0.05$

H_a is accepted if $\text{sig} < \alpha = 0.05$

The hypotheses for the homogeneity test are formulated as follows :

H_0 = The variances of the data are homogenous

H_a = The variances of the data are not homogenous

c. Hypothetical test

After the data is normal and homogeneous, the data was analyzed by using independent sample t-test in order to know the significance of the treatment effect.

While the criteria acceptance or rejection of hypothesis test are:

H_a is accepted if $\text{sig} < \alpha = 0.05$

H_0 is accepted if $\text{sig} > \alpha = 0.05$

The hypotheses are:

H_a : There is significant influence of using SQ4R towards students' reading comprehension in recount text at the eighth grade of MTs Negeri 2 Bandar Lampung in the Academic Year of 2018/2019.

H_o : There is no significant influence of using SQ4R Strategy towards students' reading comprehension in recount text at the eighth grade of MTs Negeri 2 Bandar Lampung in the Academic Year of 2018/2019.



CHAPTER IV RESULT AND DISCUSSION

A. Description of Treatment

In MTs Negeri 2 Bandar Lampung, the English was taught twice a week. This research was conducted in seven meetings (the first for try-out pre-test, second for try-out post-test, the third for pre-test, the fourth until six for treatments and seven for post-test). Each meeting was held on 80 minutes. On 16th and 18th April, 2019 the researcher gave the try-out pre-test and post-test to VIII H. On April 19th, 2019 the researcher administered pre-test in experimental class (VIII G) and control class (VIII I). In the next meeting the researcher gave the treatments. The treatment were held in three times, it began on Mei 10th, 2019, on Mei 17th 2019 and on Mei 31st 2019. After the treatments, the researcher administered the post-test in experimental class and control class on June 14th 2019. The result of the pre-test and post-test that were in score form were as the data of the research in the process of treatments all activities could run well.

1. Description of the First Treatment

On Mei 10th 2019, the researcher gave the material to the students. After gave the material, explained about SQ4R strategy to the students and then gave some example how to use it. Then the students were asked to follow the procedures of the strategy step by step.

Firstly, Survey: the students skim the chapter and start by looking at topic heading, figure captions, and summaries. Secondly, Question: as you read, reword each major topic heading into one or more questions. Asking questions helps the

students read with a purpose. Thirdly R1= Read: as you read, look for answers to the questions you asked. Fourthly R2= Recite: after reading a small amount, you should pause and recite or rehearse. Try to mentally answer the questions. Fifthly, R3= Reflect: as you read, reflect on what you are reading. As stated earlier, two powerful ways to do this are self and critical thinking. Sixthly, R4= Review: when you are done reading, skim back over a section or the entire chapter, or read your notes. Then, asked the students to answer the correct questions individually. This process helped the students to develop them into thoughtful learners and made them active to comprehend the text. Lastly, gave some questions about the text.

Therefore, by asking questions to the students, it taught them to monitor their understanding to the reading text, consequently they would analyze the content of the text. As the closing of the meeting in the first meeting, asked the students to recite “hamdallah” together and closed the class by greeting.

2. Description of the Second Treatment

On Mei 17th the second treatment, the students were taught through another text of recount text using SQ4R strategy. It was better than the first treatment because the students have known how to comprehend the text that given by the teacher. The teaching learning process started by explaining more about the recount text and SQ4R strategy. Then the students was asked to follow the procedures of the strategy step by step

3. Description of the Third Treatment

On November 16th 2018, it was better than second treatment because the students felt in accustomed in teaching learning process through SQ4R strategy

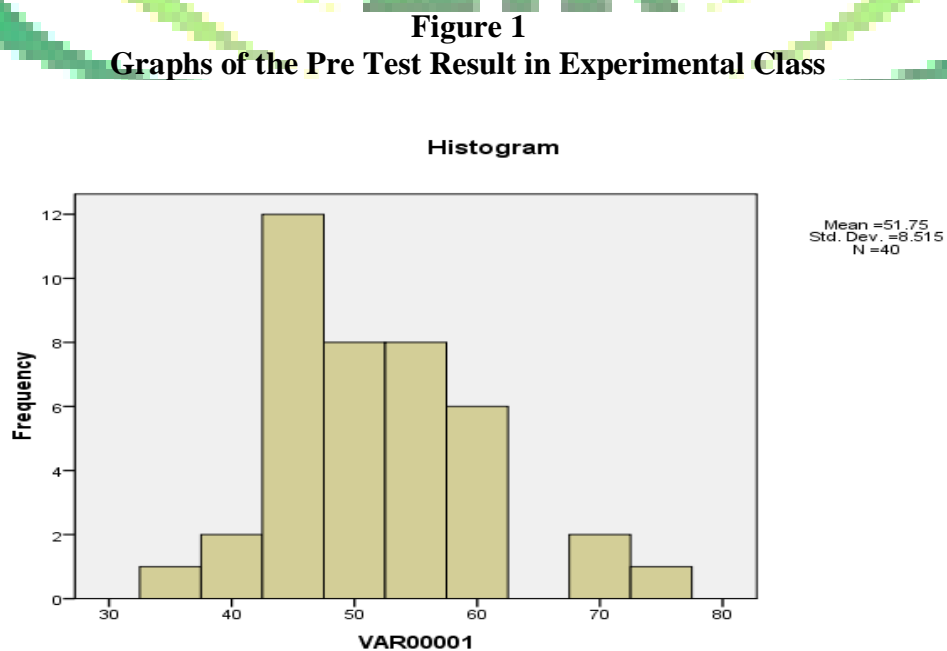
and the students felt enjoyable with the materials of reading. From this, most of students could answer the questions correctly. It mean that the treatments shown significant result.

B. Result of the Research

The researcher got the data in the form of score. The score was derived from pre-test and post-test. The pre-test was held on April 26th, 2019 and post-test on June 14th, 2019. In pre-test, the researcher gave the task for the students before treatment and in the post-test, the researcher gave the task for students to answer the question after treatment.

1. Result of Pre-test in Experimental Class

The researcher conducted Pre test in order to know students' ability before treatment. The pre-test was administrated on April 26th, 2018. The scores of students' recount text tested in pre-test in the experimental class could be seen in Figure 1:



Based on figure 1, it could be seen that from 40 students, one student got score 35, there were two students got score 40, there were twelve students got score 45, there were eight students got score 50, there were eight students got score 55, there were six students got score 60, there were two students got score 70, there were one students got score 75. For the statistics of result of pre-test in experimental class, it can be seen on Table 8:

Table 11
The Result of the Pre-test in Experimental Class

N	40
Mean	52.5
Median	52.5
Mode	50
Std Deviation	8.51
Variance	12.5
Minimum	35
Maximum	75

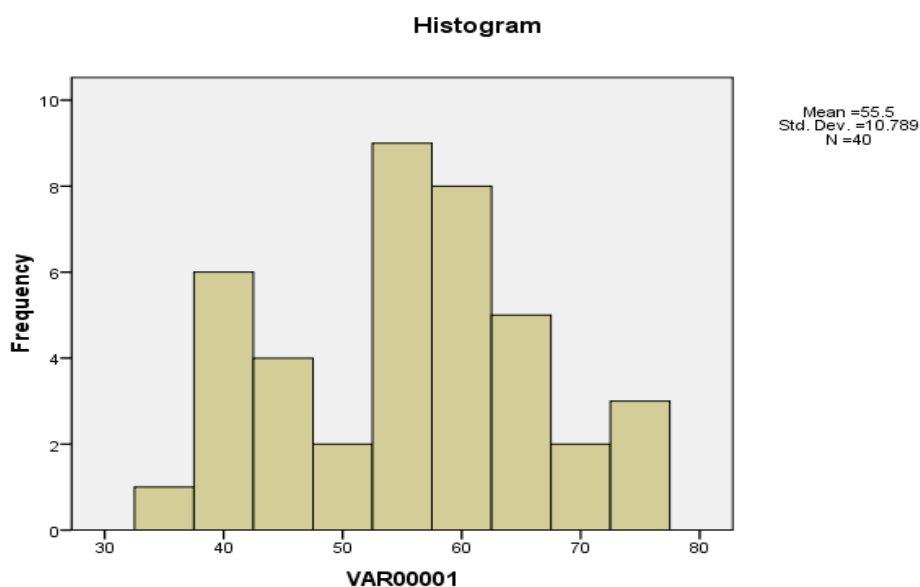
Based on Table 8, it could be seen that N of pre-test in experimental class was 40 students, mean of was 52.5, median was 52.5, mode was 50, standard deviation was 8.51, variance was 12.5, minimum was 35, maximum was 75. It showed students' reading ability before they got the treatments.

2. Result of Pre-test in Control Class

The researcher conducted Pre test in order to know students' ability before treatment. The pre-test was administrated on April 26th, 2018. The scores of

students' recount text tested in pre-test in the control class could be seen in Figure 2:

Figure 2
Graphs of the Pre Test Result in Control Class



Based on figure 2, it could be seen that from 40 students, one student got score 35, there were six students got score 40, there were four students got score 45, there were two students got score 50, there were nine students got score 55, there were eight students got score 60, there were five students got score 65, there were two students got score 70. there were three students got score 75. For the statistics of result of pre-test in control class, it can be seen on Table :

Table 12
The Result of the Pre-test in control Class

N	40
Mean	57.5
Median	5.75

Mode	12.5
Std Deviation	10.78
Variance	12.5
Minimum	35
Maximum	75

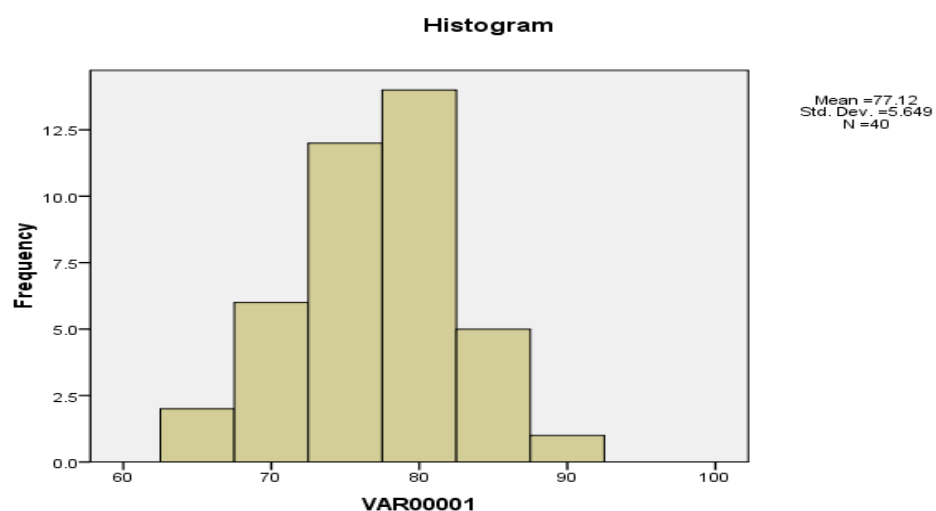
Based on Table above, it could be seen that N of pre-test in experimental class was 40 students, mean of was 5, median was 5.75, mode was 12.5, standard deviation was 10.78, variance was 12.5, minimum was 35, maximum was 75. It showed students' reading ability before they got the treatments.

3. Result of Post-test in Experimental Class

The researcher conducted Post test in order to know students' ability before treatment. The post-test was administrated on June 14th, 2019. The scores of students' recount text tested in pre-test in the control class could be seen in Figure

3:

Figure 3
Graphs of the Post Test Result in Experimental Class



Based on figure 3, it could be seen that from 40 students, there were two students got score 65, there were six students got score 70, there were twelve students got score 75, there were fourteen students got score 80. there were five students got score 85. there were one students got score 90. For the statistics of result of post-test in experimental class, it can be seen on Table :

Table 13
The Result of the post-test in Experimental Class

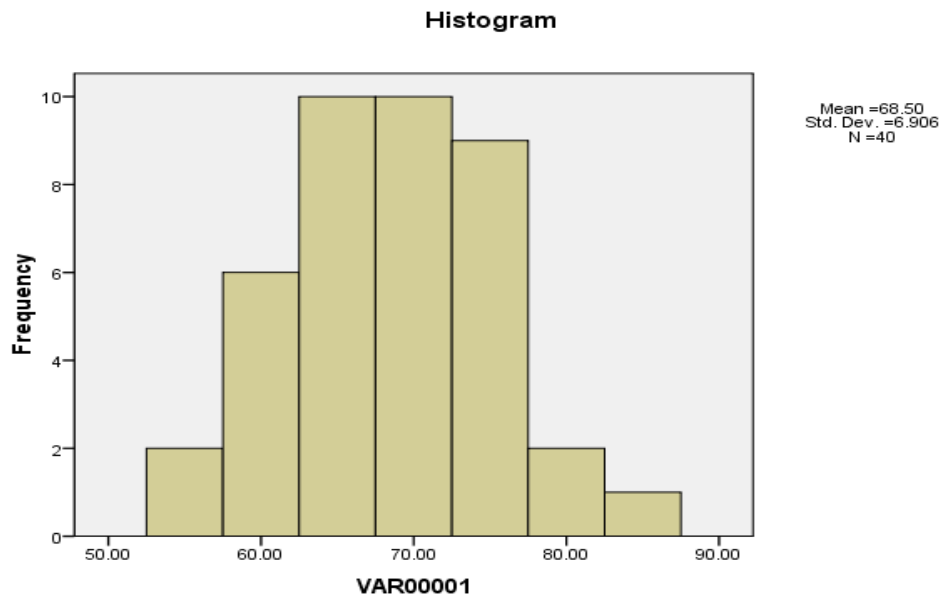
N	40
Mean	77.5
Median	77.5
Mode	70
Std Deviation	5.64
Variance	112.5
Minimum	65
Maximum	90

Based on Table above, it could be seen that N of post-test in experimental class was 40 students, mean of was 77.5, median was 77,5, mode was 70, standard deviation was 5.64, variance was 112.5, minimum was 65, maximum was 90. It showed students' reading ability before they got the treatments.

4. Result of Post-test in Control Class

The researcher conducted Post test in order to know students' ability before treatment. The post-test was administrated on June 14th, 2019. The scores of students' recount text tested in pre-test in the control class could be seen in Figure 4:

Figure 4
Graphs of the Post Test Result in Control Class



Based on figure 4, it could be seen that from 40 students, there were two students got score 55, there were six students got score 60, there were ten students got score 65, there were ten students got score 70, there were nine students got score 75, there were two students got score 80, there were one students got score 85 ,For the statistics of result of post-test in Contol class, it can be seen on Table :

Table 14
The Result of the post-test in Control Class

N	40
Mean	70
Median	70
Mode	65
Std Deviation	6.90
Variance	50

Minimum	55
Maximum	85

Based on Table above, it could be seen that N of post-test in control class was 40 students, mean of was 70, median was 70, mode was 65, standard deviation was 6.90, variance was 50, minimum was 55, maximum was 85. It showed students' reading ability before they got the treatments.

C. Data Analysis

1. Fulfillment of the Assumption

Parametric test are significance test which assume a certain distribution of the data (usually the normal distribution) assume an interval level measurement and assume homogeneity of variances when two more sample are being compared. In order to get a certain distribution of the data, the researcher did some test and homogeneity test

a. Result of Normality Test

The normality test was used to measure weather the data in the experimental and control class are normally distributed or not.

The hypothesis formulas are:

H_0 = The data have normal distribution

H_a = The data do not have normal distribution

The criteria of acceptance or rejection of the hypotheses for normality test were:

H_0 is accepted if $Sig. (Pvalue) > \alpha = 0.05$

H_a is accepted if $Sig. (Pvalue) < \alpha = 0.05$

Table 15
Normality of the Experimental and Control Class

Tests of Normality

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
experimental	1	.120	40	.150	.949	40	.069
	2	.137	40	.058	.951	40	.083

a. Lilliefors Significance Correction

Based on table 8, it can be seen that P_{value} (Sig) for experimental class was 0.069 and P_{value} (Sig) for control class was 0.083. Because $\text{Sig} (P_{\text{value}})$ of experimental class $> \alpha$ 0.05. So, H_a is rejected. The conclusion is that the data in the experimental class and control class had normal distribution.

b. The Result of Homogeneity Test

After knowing the normality the data, the researcher calculated the homogeneity test to know whether the data were homogenous or not.

Table 16
Homogeneity of Experimental and Control Class

Test of Homogeneity of Variances

experimental

Levene Statistic	df1	df2	Sig.
3.789	1	78	.055

Based on the result obtained in the test of homogeneity of variance in the column, it could be seen that $\text{Sig.} (P_{\text{value}}) = 0.55 > \alpha = 0.05$. It demonstrated that

H_0 was accepted because $Sig. (P_{value}) > \alpha = 0.05$. It means that the variance of the data was homogenous.

c. Result of Hypothetical Test

Based on the previous explanation that the normality and homogeneity test were satisfied. Therefore, the researcher used the hypothetical test using SPSS (*Statistical Program for Social Science*). Independent sample t-test.

The hypothesis formulas are:

H_a : There is a significant influence of using SQ4R strategy towards students' reading comprehension in recount text at the eighth grade of MTs Negeri 2 Bandar Lampung in the academic year of 2018/2019.

H_0 : There is no significant influence of using SQ4R strategy towards students' reading comprehension in recount text at the eighth grade of MTs Negeri 2 Bandar Lampung in the academic year of 2018/2019.

The criteria of acceptance or rejection of the hypothesis for hypothetical test were:

H_0 is accepted if $Sig. (P_{value}) > \alpha = 0.05$

H_a is accepted if $Sig. (P_{value}) < \alpha = 0.05$

Table 17
Result of Hypothetical Test

T	Df	Sig. (2-tailed)
2.582	78	.012

Based on the results obtained in the independent sample t-test in table 10, that the value of significant generated $Sig. (P_{value}) = 012 < \alpha = 0.05$. So, H_a is accepted and H_0 is rejected. Based on the computation, it can be concluded that there was a

significant influence of using SQ4R Strategy towards students' reading comprehension in recount text at the eighth grade of MTs Negeri 2 Bandar Lampung.

D. Discussion

At the beginning of the research, the pre-test was administered to know students' quality in reading comprehension in recount text before they were given treatments by the researcher. The score of pre-test would be used as the students score before treatments. The result showed that the mean score of pre-test between experimental class were slightly different. The score of pre-test in experimental class showed mean was 52,5. And the score of pre-test in control class showed mean was 57.5 . Then, after analyzed the data of normality test score and it showed that the data were normal and homogeneous.

Furthermore, the students were taught by using SQ4R strategy in the experimental class and listen read discuss in the control class. There are three themes that are tested in students' reading comprehension in recount text. In the first meeting the researcher explained definition of SQ4R.

The last of the research, post-test was given to measure students improvement in reading comprehension in recount text in both classes after the treatments done. The score of post-test in experimental class showed mean was 77.5 and the score of post-test in control class showed mean was 70.

Based on the result the normality test for experimental class was 0.069 and P_{value} (Sig) for control class was 0.083. Therefore, the data in the experimental class and control class had normal distribution. After knowing the normality of the data, the researcher got the result homogeneity test was $0.55 > \alpha = 0.05$. It means that the variance of the data was homogenous. Based on the previous explanation that the normality and homogeneity test were satisfied. The researcher calculated hypothetical test using SPSS , the result was 0.12. So , So, H_a is accepted and H_o is rejected.

Based on the result of the students' pre-test and post-test score, it shows that the students' post test is higher than in pre-test. Besides that, SQ4R strategy can improve each aspect of students' reading comprehension including main idea (topic), inference (implied detail), grammatical feature, detail (scanning for specifically stated detail), excluding fact not written, supporting idea, vocabulary content. The result of pre-test and post-test also showed that the students who taught by using SQ4R strategy got better result than the students who taught by using listen read discuss.

Based on the analysis of the data and the testing of hypothesis, the result of T-test null hypothesis (H_o) is refused and alternative hypothesis (H_a) is accepted. It means that The development of reading comprehension learning material by Runiatun , discuss about Implementation of Survey, Question, Read, Recite, Reflect, Review (SQ4R) Strategy to Improve Reading Comprehension in descriptive Text. On this research discuss about the reasons for the English reading comprehension of students are poor in the descriptive text, the research

results of the implementation suggest that the students lack comprehend the descriptive text and are not sure to answer the question in reading comprehension. research discuss SQ4R in recount text.⁷⁴ According to Stauffer as quoted by El-Rahma entitled The Influence of Using Survey, Question, Read, Recite, Reflect, and Review (SQ4R) Strategy Towards Students' Reading Comprehension (A Quasi – Experimental Study in the Eighth Grade of MTs Al Utrujiyyah Bandar Lampung). The result of this study has purpose give students opportunity to discussion in group to master subject material.⁷⁵ Moreover, the researcher concluded that Survey, Question, Read, Recite, Reflect, Review (SQ4R) strategy is a strategy that can be used in teaching English especially in reading comprehension, because through (SQ4R) strategy should help the students to understand information of the text by providing students in comprehending the recount .

⁷⁴ Runiatun. Implementation Of *Sq4r* (Survey, Question, Read, Reflect, Recite, Review) Strategy To Improve Reading Comprehension Skills Of Seventh Grade Smpn 10 Soropadan Surakarta in Academic Year 2015/2016

⁷⁵ Fathriyyah El Rahma, *The Influence of Using Survey, Question, Read, Recite, Refelect, and Review (SQ4R) Strategy Towards Sstudents' Reading Comperhension at The First Semester of The Eight Grade of MTs AL Utrujiyyah Bandar Lampung* in The Academic Year 2017/2018

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the research result, the mean score of posttest in experimental class was 77.5 and the mean score of posttest in control class was 70. It showed that the students' posttest score in experimental class was higher than students' posttest score in control class. The result can be seen from sig. (2-tailed) of the equal variance assumed in the independent sample test table where the sig. (2-tailed) is 0.012. It is lower than $\alpha = 0.05$ and it means that H_0 is rejected and H_a is accepted. It means that there was significant influence of using through Survey, Question, Read, Recite, Reflect, Review (SQ4R) strategy toward students' reading comprehension in descriptive at the eighth grade of MTs Al Utrujiyyah Bandar Lampung.

B. SUGESSTION

Based on the conclusion above, the researcher puts forward the following suggestions:

1. Suggestion for the Teacher

- a. In this research, it found out that Survey, Question, Read, Recite, Reflect, Review (SQ4R) Strategy as an alternative strategy of the teaching process is a good way to be applied.
- b. Due the finding, English teacher can help the students in increasing their reading comprehension by using SQ4R Strategy.

- c. The teacher should apply the new strategy to the students during the teaching and learning process in the classroom.

2. Suggestion for the Students

- a. The students should enrich their vocabulary and comprehend the text that they get to answer the questions in reading correctly.
- b. The students must ask to the teacher, if they don't understand the material to be comprehended the texts in the learning process, well.
- c. The students should read more the book as interesting habit and get the insight.

1. Suggestion to the further research

- a. Who are interesting in conducting the similar studies should understand the problem deeply for better research, and assist the students to solve their problems in reading comprehension.
- b. The next researcher may conduct this strategy on level of students, for example Senior High School. They can apply other kind of texts, for examples, narrative, report, recount text etc.

REFERENCES

- Arikunto, Suharsimi.1998. *Dasar-Dasar Penelitian* (Jakarta: Bumi Aksara)
- Arikunto, Suharsimi. 2006. *Prosedur Penelitian Suatu Pendekatan Praktis*, Jakarta, (PT. Rineka Cipta)
- Arikunto, Suharsimi. 2010. *Prosedure Penilitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta,)
- Arikunto,Suharsimi. 2013. *Dasar-Dasar Evaluasi Penelitian* (Jakarta: Bumi Aksara)
- Ary Donald, Lucy Cheser Jacobs, and Chris sorensen.2002. *Introduction to Research in Education*, (8th Edition), (Canada: Wadsworth. Cengage Learning)
- Anderson Mark and Katy Anderson. 1997. *Text Types in English 2*, (South Yarra: Macmillan.)
- Best, John W.and James V. Kahn. 1995. *Research in Education* (7th Edition) (New Delhi: PrenticeHall,)
- Blaxter Loraine, Christina Huges, & Malcolm Tight. 2010. *How to Research* (4 Ed) (New York: University Press,)
- Boer De, John .1982. *Basic langaage*. New York: Harper and Row Publisher, Inc.
- Brown, H.Douglas.2000. *Teaching by Principles*, (San Francisco: Longman)
- Brown, H.Douglas.2000. *Teaching by Principle, an Interactive Approach to Language Pedagogy*, (2nd Edition), (San Francisco: San Francisco University Press,)
- Brown, H.Douglas .2001. *Teaching by Principle:an Interactive Approach to Language Pedagogy, Second Language*,New York.
- Brown, H. Douglas.2004. *language assessment: principle and classroom practice*, (new york: pearson education,),
- Brown, H. Douglas .2006. *Priciples of Languages Learning and Teaching*, (5th Ed), (San Francisco : Pearson Education)
- C. Fries Charles, *Teaching and Learning as A Foreign Language*, (Michigan: The University of Michigan Press).

Council Lancashire Country. 2008. *Primary Framework Support for Writing, non-fiction*, (Lancashire Country Council)

Coon Dennis & Joon O. Mitterer. 2013. *Introduction to Psychology: Gateways To Mind And Behaviour* (14th Ed) (Cambridge: Brock University,)

Creswell, John W. 2012. *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research* (New York:PearsonEducation,)

Dummett, Micheal. .1973. *philosophy of language*, (new york: harper and row publisher)

Fareell Thomas S.C.2002.*Planning Lessons for a Reading Class*, (Singapore: SEAMEORegionalLanguage a Center,)

Fraenkel , Jack R. and Norman E. Wallen, *How to Design and Evaluate Research in education.*, (7th Edition) New York: McGraw Hall.

Fries Charles C., *Teaching and Learning as A Foreign Language*, (Michigan: The University of Michigan Press)

Gillet, Jean Wallace and Charles Tample. 1994. *Understanding Reading Problem*, (Cambridge: Harper Collins College Publisher,).

Grabe, William .2009. *Reading In a Second Language*, (America:Cambridge University Press,).

Hatch, lisazimmer, scott hatch, amy hackney blackwell.2004. *lsat for dummies*, (london: wiley publisher)

Harmer, Jeremy.2001. *How to Teach English*, (London: Longman,).

Harmer Jeremy.2001. *the practice of english language teaching* (3rd ed), (cambridge: longman)

Harmer, Jeremy.2004 *How to Teach Writing*, (New York:Longman)

Hughes, Arthur. 2003. *Testing for Language Teacher*, (2nd Edition), (Cambridge: Cambridge University Press,)

Kountur, Rony. 2003. *Metode Pendidikan untuk Penulisan Skripsi dan Tesis* (Jakarta: PPM,)

Luna, Sandra mccune, vi cain alexander, and e. Donicemccune.2009. *cliffs notes praxis ii*, (canada: wilcy publishing,).

Mahmud, Tuturahiza.2008.*Teaching reading strategies used by ESL teacher that facilitate teaching and learning reading*, (faculty of cognitive science and human development UNIVERSITY MALAYSIA SARAWAK)

Mereillon, Judi.2007.*Collaborative Strategies for Teaching Reading Comprehension*, (Chicago: American Library Association)

Morgan and Richardson.2014. *Effective Strategies and Learning Models* (USA: Brock University), p.30

Murni, Dewi Sri, *Improving Students' Reading Comprehension Through Listen-Read-Discuss (LRD) Strategy* (A Classroom Action Research at Class X-1 of SMA Negeri 1 Musuk Boyolali in 2014/2015 Academic Year),

Nunan, David.1991.*Language Teaching Methodology*, (New Jersey : Prentice Hall,)

Orange, Carolyn.2002.*The Quick Reference Guide to Educational Innovations* (California: Saga Company)

Pang Elisabeth, S. Muaka Angaluki, Benbard B. Elizabeth, Kamil, L. Machel .2003. *Teaching Reading*, (Chicago: Internal Academy of Education. Series-12).

Pang Elisabeth. 2003. S. MuakaAngaluki, Benbard B. Elizabeth, Kamil, L. Machel. *Teaching Reading*, (Chicago: Internal Academy of Education. Series-12,).

Purwanti Sri Erma, *The Use of LRD (Listen-Read-Discuss) Strategy to Improve Students' Reading Comprehension of the Second Grade Students at SMP N.2 Tembilahan Kota*,

Raimes, Ann.1983. *techniques in teaching writing*, oxford university press, USA.

Rojas . 2010. *Language Features of Seven Writing Genres*, (Language Education Consultant,)

Rosyadi M. Arifian.2001. *Teaching Materials Development Recount Text*, (Jakarta: Graha Ilmu,)

S.C Farrell Thomas.2002. *Planning Lessons for a Reading Class*, (Singapore: SEAMEO Regional Language a Center).

Setiyadi, Ag Bambang.2006. *Teaching English As A Foreign Language*, (Yogyakarta:Graha Ilmu)

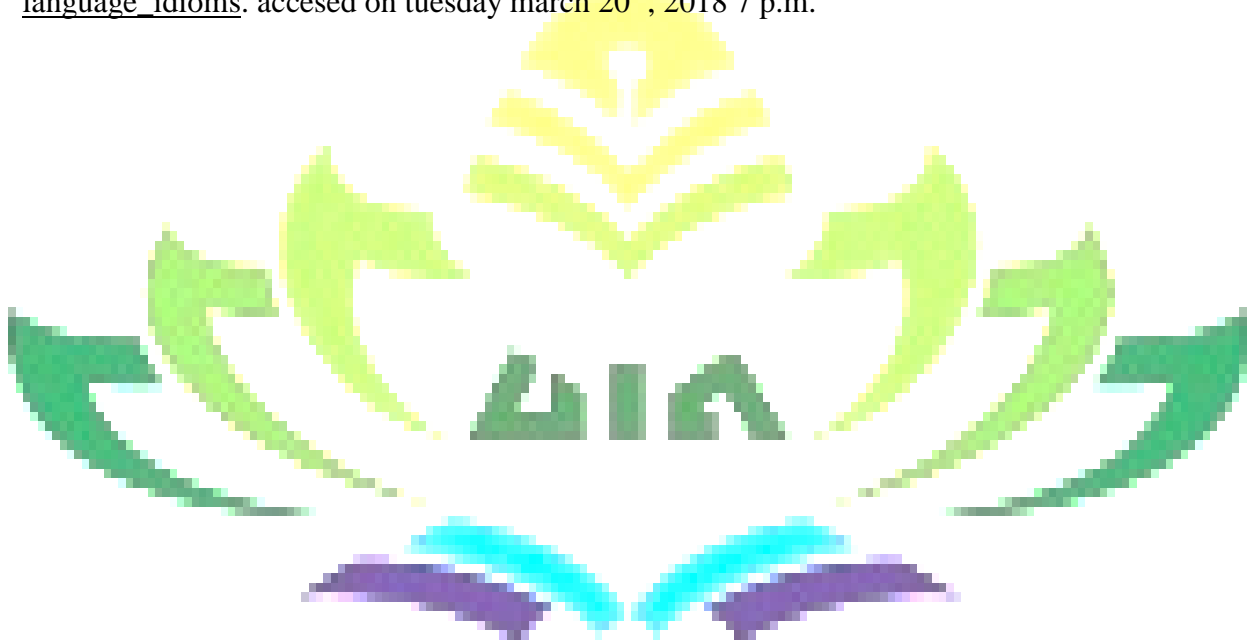
Sugiyono. 2010. *Metode Penelitian Kuantitatif Kualitatif dan R & D*, (Bandung: Alfabeta,)

Trowbridge, John E.. 2002. *Reading in the Content Areas*, (Washington: Louisiana Public Broadcasting)

Wardiman artono.2008. Masduki B. Jahur, and M. Sukirman Djusma, *English in Focus for Grade VIII Junior High School (SMP/MTs)* (Bandung)

Wignell, and Gerot.1995. *Making Sense of Functional Grammar* (Sydney: Gerd Stabler)

english-language idioms, https://en.wikipedia.org/wiki/english-language_idioms. accesed on tuesday march 20th, 2018 7 p.m.



APPENDIX I

The Interview with the English Teacher in Preliminary Research Interview for Teacher

No	Pertanyaan	Jawaban	Kesimpulan
1	Sudah berapa lama ibu mengajar bahasa Inggris di MTs 2 Bandar Lampung?	Saya mengajar bahasa Inggris di MTs 2 sekitar 6 tahun	Beliau sudah cukup lama menjadi guru bahasa Inggris
2	Strategy Apa yang biasa Anda Terapkan di dalam kelas 8 reguler untuk mengajar Bahasa Inggris terutama Membaca (reading) ?	Saya menggunakan strategy dimana biasanya saya menjelaskan teks terlebih dahulu baik dari jenis teksnya, karakteristiknya, maupun grammatikalnya, setelah saya menjelaskan saya memberi reading text kepada siswa atau biasanya saya mengambil dari buku paket untuk mereka baca dan pahami, kemudian saya minta diskusikan dengan teman sebangkunya.	Tidak ada strategy khusus yang digunakan oleh guru dalam mengajar bahasa Inggris.
3	Bagaimana hasil nilai reading siswa di kelas 8 reguler bu ?	Alhamdulillah, walaupun tidak semua mencapai nilai KKM tapi setidaknya ada beberapa siswa yang memenuhi nilai KKM.	Ada beberapa siswa yang nilainya tidak mencapai KKM
4	Apa kendala dalam pengajaran membaca?	Minat siswanya yang kurang, kemudian mereka sangat	Rendahnya minat siswa dalam membaca dan kurangnya

		minim sekali dalam penguasaan vocabulary, maupun pemahaman grammar. Jadi saya harus benar-benar menuntun mereka dalam pelajaran membaca.	penguasaan grammar dan vocabulary.
5	Apakah strategi survey,question,read, ricet,rilect,riviw (SQ4R) sudah pernah di terapkan dalam pengajaran reading di sekolah ini?	Belum Pernah	Guru belum pernah menerapkan strategi SQ4R



APPENDIX II

THE RESULT OF INTERVIEW FOR THE STUDENTS IN THE PRELIMINARY RESEARCH

AT MTsN 2 Bandar Lampung

Student A

No	Pertanyaan	Jawaban	Kesimpulan
1	Apakah kamu menyukai pelajaran Bahasa Inggris ?	Tidak begitu suka	Anak tidak terlalu tertarik untuk belajar bahasa Inggris
2	Apakah Guru mengajarkan pelajaran Bahasa Inggris yang menyenangkan?	Lumayan menyenangkan, tetapi terkadang juga tidak	Siswa banyak yang menganggap pelajaran Bahasa Inggris sebagai pelajaran yang sulit untuk dipahami, sehingga berdampak pada pemahaman membaca siswa.
3	Bagaimana perasaan kamu ketika di dalam kelas?	Saya terkadang tidak betah dan ingin cepat-cepat keluar dari kelas karena adanya rasa takut ketika diminta untuk membaca teks bacaan serta menjawab pertanyaan yang diberikan.	Siswa mudah bosan karena tidak menggunakan teknik khusus
4	Menurut kamu apakah kamu sudah mampu memahami teks yang diberikan Guru ketika di dalam kelas?	Kadang-kadang saya tidak memahami karena saya tidak tau banyak arti dari kosa kata bahasa Inggris jadi ya sering tidak maksud apa yang di suruh guru. saya juga malas Membaca nya karena tidak	Siswa masih kesulitan dalam memahami teks bacaan maupun perintah dari guru karena siswa kurang perbendaharaan kosakata

		mengerti arti dari teks dan kami juga malas jika terlalu sering membuka kamus	
5	Startegy apa yang biasanya digunakan guru ketika mengajar Bahasa Inggris?	Membaca teks bacaan yang di berikan guru	Guru tidak menggunakan tehnik khusus

Students B

No.	Question	Answer	Conclusion
1.	Apakah kamu menyukai pelajaran Bahasa Inggris?	Saya tidak seberapa menyukai Bahasa Inggris, saya hanya menyukainya ketika materi yang diberikan menarik dan tidak membosankan.	Siswa menyukai pelajaran Bahasa Inggris sesuai materi yang diberikan
2.	Apakah Guru mengajarkan pelajaran Bahasa Inggris yang menyenangkan?	Lumayan menyenangkan, tetapi terkadang juga tidak	Siswa banyak yang menganggap pelajaran Bahasa Inggris sebagai pelajaran yang sulit untuk dipahami, sehingga berdampak pada pemahaman membaca siswa.
3.	Bagaimana perasaan kamu di dalam kelas ketika belajar Bahasa Inggris?	Saya terkadang tidak betah dan ingin cepat-cepat keluar dari kelas karena adanya rasa takut ketika diminta untuk membaca teks bacaan serta menjawab pertanyaan yang diberikan.	Kurang menariknya tehnik yang diterapkan guru di kelas sehingga membuat siswa bosan.

4.	Menurut kamu apakah kamu sudah mampu memahami teks yang diberikan guru ketika di dalam kelas?	Terkadang saya tidak memahami teks bacaan karena saya tidak tau banyak kosakata Bahasa Inggris, jadi terkadang saya tidak paham apa perintah dari Ibu Uswatun. Saya juga malas untuk membacanya, karena tidak mengerti artinya dan juga saya malas membuka kamus.	Siswa masih kesulitan dalam memahami teks bacaan maupun perintah dari guru karena siswa kurang perbendaharaan kosakata.
5.	Tehnik apa yang biasanya digunakan guru ketika mengajar Bahasa Inggris?	Membaca teks bacaan yang dibagikan.	Guru tidak menggunakan tehnik khusus yang menarik.

Students C

No.	Question	Answer	Conclusion
1.	Apakah kamu menyukai pelajaran Bahasa Inggris?	Saya tidak begitu menyukai Bahasa Inggris karena banyak kata-kata yang sulit dimengerti.	Siswa tidak menyukai pelajaran Bahasa Inggris.
2.	Apakah guru mengajarkan pelajaran Bahasa Inggris yang menyenangkan?	Lumayan menyenangkan tetapi terkadang tidak juga, karena Bahasa Inggris adalah pelajaran yang sulit bagi saya.	Siswa merasa kesulitan dalam pelajaran Bahasa Inggris.
3.	Bagaimana	Terkadang saya	Siswa terkadang merasa

	perasaan kamu di dalam kelas ketika belajar Bahasa Inggris?	tidak betah ketika di dalam kelas, karena saya takut ditanya tentang materi yang sedang dipelajari.	tidak nyaman di dalam kelas.
4.	Menurut kamu apakah kamu sudah mampu memahami teks yang diberikan guru ketika di dalam kelas?	Terkadang bisa, akan tetapi terkadang juga tidak bisa.	Siswa merasa bahwa pelajaran Bahasa Inggris adalah pelajaran yang sulit.
5.	Tehnik apa yang biasanya digunakan guru ketika mengajar Bahasa Inggris?	Tidak menggunakan tehnik khusus.	Guru tidak menggunakan tehnik khusus yang menarik.

Students D

No.	Question	Answer	Conclusion
1.	Apakah kamu menyukai pelajaran Bahasa Inggris?	Terkadang saya suka, akan tetapi terkadang juga tidak.	Siswa tidak menyukai pelajaran Bahasa Inggris.
2.	Apakah guru mengajarkan pelajaran Bahasa Inggris yang menyenangkan?	Lumayan menyenangkan tetapi terkadang tidak juga, karena Bahasa Inggris adalah pelajaran yang sulit bagi saya.	Siswa merasa kesulitan dalam pelajaran Bahasa Inggris.
3.	Bagaimana perasaan kamu di dalam kelas ketika belajar Bahasa Inggris?	Biasa saja, pelajaran Bahasa Inggris kurang menarik. Sehingga terkadang membuat	Siswa merasa bosan ketika di dalam kelas.

		saya bosan.	
4.	Menurut kamu apakah kamu sudah mampu memahami teks yang diberikan guru ketika di dalam kelas?	Terkadang bisa, akan tetapi terkadang juga tidak bisa. Karena kosakata saya masih kurang banyak, sehingga masih harus sering membuka kamus.	Siswa merasa bahwa pelajaran Bahasa Inggris adalah pelajaran yang sulit.
5.	Tehnik apa yang biasanya digunakan guru ketika mengajar Bahasa Inggris?	Membagi kelompok dan membagi kertas paragraf.	Guru tidak menggunakan tehnik khusus yang menarik.

Student E

No.	Question	Answer	Conclusion
1.	Apakah kamu menyukai pelajaran Bahasa Inggris?	Terkadang saya suka, akan tetapi terkadang juga tidak.	Siswa tidak menyukai pelajaran Bahasa Inggris.
2.	Apakah guru mengajarkan pelajaran Bahasa Inggris yang menyenangkan?	Lumayan menyenangkan tetapi terkadang tidak juga, karena Bahasa Inggris adalah pelajaran yang sulit bagi saya.	Siswa merasa kesulitan dalam pelajaran Bahasa Inggris.
3.	Bagaimana perasaan kamu di dalam kelas ketika belajar Bahasa Inggris?	Biasa saja, pelajaran Bahasa Inggris kurang menarik. Sehingga terkadang membuat saya bosan.	Siswa merasa bosan ketika di dalam kelas.
4.	Menurut kamu apakah kamu sudah mampu memahami teks	Terkadang bisa, akan tetapi terkadang juga	Siswa merasa bahwa pelajaran Bahasa Inggris adalah pelajaran

	yang diberikan guru ketika di dalam kelas?	tidak bisa. Karena kosakata saya masih kurang banyak, sehingga masih harus sering membuka kamus.	yang sulit.
5.	Tehnik apa yang biasanya digunakan guru ketika mengajar Bahasa Inggris?	Membagi kelompok dan membagi kertas paragraf.	Guru tidak menggunakan tehnik khusus yang menarik.



